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VOLUME VII — 1955

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ERRATUM

The Editor regrets that due to an unfortunate omission the name of Miss B. Kyle  
was not included in  
of the International  
meeting held from

6 to 9 September 1954 at Geneva Palais des Nations

P A R T I

SOCIAL FACTORS IN PERSONALITY



# INTRODUCTION

OTTO KLINEBERG

The study of social factors in the determination of personality characteristics represents one of the most important research areas in social psychology. It is both old and new, going back to ancient speculation yet very much alive in modern times. It is old, however, the methods by which it has recently developed, and give

difficulties.

Psychologists are agreed that personality is not a thing but an organization, an integration of all the characteristics of the individual. When they attempt to explain the origin and development of this individual integration, however, they often tend to go to one of two extremes. They look either to the biological, the inherited, the constitutional, or they find the answer in the social environment, individual experience, the life history. Research goes on actively in both directions and from both frames of reference with considerable vitality on both sides. Kretschmer's constitutional typology is criticized and a new one by Sheldon is offered to take its place. Lombroso's stigmata of degeneration are found inadequate to explain criminality but his theory is revived by Hooton, if in somewhat modified form. From the opposite standpoint the emphasis even greater activity is coming from the description of the personality of a single individual to that of a whole nation, from the normal to the abnormal, the young to the old, the basis of the social and cultural factors that are presumed to be operative.

Here we shall concern ourselves with the social and cultural factors but this does not mean that the attempt to find a constitutional basis for personality is unimportant or that research in this field should be disparaged. Whether we deal with the emphasis by many psychoanalysts on the effects of early childhood experience or with the explanation of adolescent maladjustment in terms of role conflict or with the relationship of attitudes to economic class we are always faced with the phenomena of individual differences which cannot adequately be understood in social terms alone. There is still the great unknown in the origins of personality for which social factors cannot on the existing theories on we cannot

instance and not

environment alone is responsible.

What this somethings is however has so far remained elusive. Social factors with all their complexity are relatively more accessible to research. They are more easily demonstrated. They also hold out greater hope for



control for manipulation for directed change of the type which is important to the psychotherapist or to the specialist in human relations. Perhaps that is one reason for the increasing popularity of the social as contrasted with the biological approach.

Actually the two are not always as distinct as they seem. If more criminals are found among the biologically inferior part of the reason may be the manner in which such inferiority is treated by society if the athletic constitution is associated with a more assertive personality part of the explanation may be in the social value which attaches to such physical characteristics and so on. The environment always acts upon a biological organism with its own set of characteristics. Man is always biological and social at the same time he is bio social to use the term which Gardner Murphy places at the centre of his analysis of personality.

Without therefore denying for a moment the importance of biological factors we turn now to a more detailed consideration of the approach to personality in social and cultural terms.

#### THE PSYCHOLOGIST'S CONTRIBUTION

The understanding of personality is a multi-disciplinary and inter-disciplinary undertaking. We have already referred to the biological contribution which may be expected to increase as improved methods are developed for the study of human genetics. As far as specifically social factors are concerned three major trends or contributions may perhaps be distinguished.

In the first place sociological analysis presented in clear form the problem of the relation of the individual to his society. Durkheim undoubtedly exaggerated when he said *L'individu n'existe pas, c'en est que la société qui existe*. At the same time the very extravagance of his position so actively combatted by Tarde and others focused attention on many of the hitherto neglected social influences on personality and paved the way for a consideration of the whole relationship. Other sociologists pushed the analysis further. G. H. Mead and Cooley in the United States, Max Weber in Germany, Hobhouse in the United Kingdom, Pareto in Italy, to mention only a few, all stressed in one form or another though from very different theoretical positions the importance of understanding how social factors determined the development of the individual.

Secondly the observational data brought back by anthropologists as a result of their field work in many different cultures indicated the extent to which the psychological characteristics of individuals and groups of individuals were affected by the social environment. In the earliest writings of the anthropologists problems of personality played no very large part but gradually there developed an active interest in the interrelationships between culture and personality. One of the first to stress these and to urge the introduction of a psychological viewpoint into ethnological research was Edward Sapir who in turn influenced H. S. Sullivan in the direction of looking at psychiatric problems from the cultural point of view. The descriptions of cultures in psychological terms by Benedict, the demonstration by Margaret Mead of the manner in which biological phenomena such as adolescence and sex differences are culturally influenced, Malinowski's indication of the extent to which psychoanalytic concepts such as the Oedipus

## SOCIAL FACTORS IN PERSONALITY

complex might vary with the accepted patterns of family relationships. Kluckhohn's analysis of the relation between Navajo childhood and adult personality—all may be taken as representatives of a large number of investigations. Such contributions by anthropologists undoubtedly sociologically and culturally

interpretation

Psychologists were greatly influenced by these developments. The realization grew that observations made in one and under one set of conditions required the corrective of other data of study which, however had its own specific techniques and the frequently impressionistic conclusions. The specifically data used by some psychologists represented by the emphasis on methods and techniques which as far as possible should be empirical, verifiable and quantitative. This goal could not always be attained but it was the direction which psychologists followed whenever the data and the problem permitted. In the same connection psychologists were wary of generalizations which were so often made on the basis of the observation of a small number of cases and to obtain the kind of evidence that would

made with varying success with an as objective

to be  
as well

To sum up it may not be too great an oversimplification to state that in the formation of personality three major problems the method-operation

across the lines of the separate disciplines and a tendency towards the development of a combined approach to significant problems.

We turn now to a brief presentation of some of the aspects to which psychologists have particularly directed their attention. However these problems are by no means the property of any one discipline and the work of the psychologist has frequently been stimulated by the contributions of others.

## DIRECTIONS IN PSYCHOLOGICAL RESEARCH

should therefore be regarded as tentative with no claim to be either complete or final.

In the first place personality can be studied from the point of view of the social influences which enter into the life of the individual at various ages or at different stages of development. Largely under the influence of psychoanalysis great stress has been laid on the very earliest period and the interpersonal relations between the infant and the family have been emphasized in a number of significant investigations. Ribble and L. B. Murphy have collected relevant data which show in a number of controlled observations

Organization on the present state of our knowledge in this important field. Within the framework of international comparisons a forthcoming publication by the World Federation for Mental Health<sup>1</sup> based on a seminar supported by the World Health Organization, Unesco and other organizations reports the results of the comparisons of the early life histories of infants in the United Kingdom, France and the United States.

In addition to the modifications throughout life due to the process of maturation (Piaget) there are those which are related to a change in the nature of the society to which the individual belongs. One of the most active research areas is concerned with the extent to which later personality can be predicted from early childhood experience. Many psychoanalysts appear convinced that such early experiences within the constellation of the family are definitive that the child is father of the man in an almost literal sense. On the other hand there has been increasing emphasis on the part played by the child's peer group, i.e. the group made up of children of the same age frequently the source of standards of conduct which may diverge sharply from those learned at home. This may be particularly marked at the time of adolescence when the youth culture becomes most prominent in its effect on the behaviour and attitudes of individuals. (The work of Blos, Whyte and T. Parsons may be cited in this connexion.) It is possible that the conflict between youth culture and family culture may be at the basis of many of the problems of adolescent adjustment since the consequent uncertainty as to his role may be the real source of the adolescent's difficulties (Newcomb). This whole question of peer cultures is one of the most promising areas for further research particularly if comparable studies could be carried out in different countries. It seems certain that such cultures will vary not only in their nature but also in the degree of influence which they exert upon children in different communities.

At the other end of the developmental scale the work on the problems and the characteristics of the aged is progressing actively. In this whole area of gerontology there emerges clearly the importance of society's reaction to the aged in addition to the anatomical and physiological changes which have occurred (Lawton). No one can deny the changes due to the ageing process itself but there is increasing evidence of the extent to which the psychology of the aged will vary according to the economic opportunities which remain available, the degree of social acceptance, the availability of leisure time activities, the feeling of being needed and so forth.

A second major approach which in some cases overlaps the first is

*Mental Health and Development* Kenneth Solly edit. vol. mes 1 to be published in the lat summer by Routledge and Kegan Paul Ltd. (London) and Basil Blackwell (U.S.A.)

represented by the vast number of investigations directed to understanding the effect on the individual of the group to which he belongs. Whether the group is as large as a race or a nation or as small as a committee or a gang the phenomenon of group membership is clearly important. As far as race is concerned there has been a marked shift away from the former emphasis on the direct effects of racial origin on inherited mentality to the consideration of the consequences of discrimination or minority status on the personality of members of such minority groups. In the United States the demonstration in a series of investigations by the Clarks and others of the harmful effects of discrimination and enforced segregation on the personality development of Negro children played a definite part in influencing the recent Supreme Court decision to the effect that such segregation in the schools is unconstitutional. The study of national characteristics has developed actively in recent years. Here the specific psychological emphasis on the development of objective methods and on the importance of individual variations is especially apparent.

as motion pictures (by Vrobenise and others), personal interviews of Germans and Russians (by McGarahan and Wayne) the use of attitude surveys in Japan by Stoetzel and in India by Murphy the introduction of psychological techniques into community studies in France (by Bernot and Blancard) and in Mexico (by Lewis) etc. In many of these investigations and in those to be cited below the emphasis is on

One of the most obvious ways in which nations may be subdivided is into social and economic classes and research has been directed to the manner in which class membership may affect individual personality and attitudes. Davis and Havighurst have shown how the early training of children in habits of eating cleanliness aggressiveness etc. vary according to class to such an extent that one may speak of different cultures in this respect. Although this position may represent an exaggeration since the methods of

has demonstrated also the significance of subjective class membership a teacher who thinks of himself as middle class is likely to be more conservative in his attitudes than his colleague who regards himself as a member of the working class

Although it is true that most people follow the rules and regulations or accept the ideas of the group to which they belong in some instances they may pattern their behaviour more closely on that of another group—their reference group. This group may coincide with the membership group but not necessarily it may be a group to which they would like to belong or one which they use as a standard of comparison. This concept has been found useful in explaining an individual's judgment of his own status (Hyman) or capacity (Merton and Kitt).

With regard to the behaviour of the individual in small groups and the changes which may be effected in him when the group is altered the research which goes under the name of group dynamics has received particular

emphasis. Originated by the late Kurt Lewin this trend is directed toward the discovery of laws of group behaviour but in the process attention has been paid to the process of decision making in small conferences to conditions affecting group productivity to the interaction among various members of the group to the function and the effect of the leader etc (See Cartwright and Zander). Special emphasis has been placed on the changes which may occur in the behaviour and attitudes of the individual as the result of such social influences. Another important trend is represented by sociometry which stresses the significance of choice in human relations. In some instances personality changes may be effected by removing an individual from a group in which he is an isolate (i.e. not chosen as a companion by anyone else) to one in which he is chosen by others. This technique which was originated by Moreno has been utilized by Jennings in a study of leadership and has been applied in many countries.

In the attempt to understand how it is that the group affects the individual much attention has recently been paid to the concept of *role* which consists essentially of what the group expects of us. Reference has already been made to this concept in connexion with the problems of adolescence and it enters into the understanding of behaviour as associated with age class and other groupings which have been mentioned. There are also roles which are attached to particular professions (the teacher the doctor the minister) to the sexes to certain deviant groups (as in Sutherland's study of the professional thief) to specific interpersonal relations (for example the patient toward his psychoanalyst) etc. The concept of behaviour is determined by expectations which constitute roles as a helpful and significant one it also aids in understanding the maladjustments which may develop when roles are in conflict or when the individual finds the requirements of his role too difficult or too unpleasant to fill.

This leads us directly to a third important trend in research on social influences in personality formation namely the study of the deviant the mentally ill the criminal. Here the conflict between a biological and a social orientation is particularly striking. As far as mental illness is concerned the present writer would prefer not to take sides the evidence for example that there is a hereditary factor in schizophrenia (Kallmann) cannot lightly be disregarded. As far as social influences are concerned however there are indications that the very concepts of normality and abnormality are in part socially and culturally determined, that what is regarded as normal in one culture may be abnormal in another (Benedict). There is evidence too that the amount of maladjustment may increase under a new system of economic production (Hardiner) or when living conditions are bad (Faris and Dunham). In addition there appear to be patterns or fashions in abnormality so that when a man goes mad he does so (within certain limits) according to the customs of his culture.

With regard to delinquency and crime the weight of evidence at the present time is in favour of social rather than biological causation. There are fashions in crime also and variations in time and place in the kinds of behaviour which are considered criminal. This in itself makes it difficult to consider crime as having primarily a biological basis although one may not rule out entirely the possibility that certain kinds of personality and therefore certain kinds of heredity may show a greater tendency toward certain varieties of behaviour including some which society regards as criminal.

In any case the material on delinquency cannot however be regarded as an association between such behaviour and the conviction story. The conviction has grown that no one factor is alone responsible. Bowlby in the U.K. and the Gluecks in the U.S. have stressed the interpenetration of social and personal influences. The study by the latter has introduced the important dimension of prediction and has suggested certain indices which may help to determine in advance which boys are likely to become delinquent later.

Under the heading of social prejudice in the phenomenon of prejudice in the of certain ethnic groups. Prejudice to only one namely to

In the important description is given. It is likely to be menacing and

and shows little imagination etc. Research continues on the interrelationship among these characteristics as well as on their causation. On the other hand a study of boys groups by Sherif and Sherif appears to demonstrate that prejudice and hostility can be produced in a group of normal boys by a certain kind of manipulation of their social environment. This observation may serve to introduce the fourth and last of the trends which we shall distinguish, namely research on techniques for inducing changes in personality and attitudes. Although the problem of change was touched upon previously for example in connexion with group dynamics and sociometry it requires some additional comment. The early investigations by Jacks and Page showed how young children who were over submissive and timid could be made more assertive and self-confident by giving them training in skills not possessed by others. Induced personality change sometimes superficial sometimes deep is of course the goal of much of the work of the psychoanalysts and others engaged in psychotherapy. Psychologists have long been concerned with this problem.

One aspect which has aroused particular attention is the question of how to change attitudes. This includes the whole field of propaganda, the study of the process of communication, the effect of new experiences. The area is one of the most active in contemporary social science. As examples may be mentioned the studies of the effect of information and of personal contact in changing the attitudes towards other groups. In connexion with international relations as least at the interpersonal level these studies have great practical as well as theoretical significance.

The four research trends which have been described are by no means exhaustive nor should they be regarded as more than one possible way of organizing the relevant material. We may express the hope however that they give some idea of what is happening in this active field. They represent some of the ways in which psychologists are approaching the problem of personality in its social setting. They are not however the exclusive domain of psychologists even in the studies cited in this review. The neighbouring disciplines of sociology, anthropology, psychiatry etc. Personality and culture is an interdisciplinary area which psychologists share with others. Here as in so many other instances it seems wiser to orient the discussion not in terms of disciplines but of problems.

The papers which follow were all presented at the International Congress of Psychology held in June 1954 in Montreal under the auspices of the International Union of Scientific Psychology. They treat of many of the problems which have been touched upon above. Himmelweit discusses socioeconomic differences as well as the problem of national characteristics. Israel treats of personality change and social disturbance on the basis of a community study in Sweden. Hohn applies sociometric techniques to the analysis of the situation of refugee children in Germany. Lagache describes the interpersonal phenomenon of identification from the standpoint of psychoanalysis. Lysgaard, James Cook and Sellitz, and Lippitt and Watson deal with various aspects of attitude change in relation to personal contact. These papers were presented in symposia organized by Nevitt Sanford and M. Brewster Smith. Together they represent a sampling of contemporary research on social influences in the determination of personality and attitudes. It is difficult to say whether the sample is representative, but there can be no doubt that it testifies to the international interest which has been aroused by this important area of research.





individual. We will start with some theoretical considerations and proceed to an application of the simple conceptual scheme to be outlined, to the personality structure of the inhabitants of a small village in the northern part of Sweden.

The social role

reference

expressed in the behaviour of the members of his group<sup>2</sup> or the behaviour associated with a certain status<sup>3</sup>

We want to take a somewhat different position by introducing a distinction between the social role of an individual and his behaviour in a certain situation.<sup>4</sup> As an intervening variable we will introduce the concept value.

In a recent analysis of the norm and role concepts by Rommetveit,<sup>5</sup> he defines a social norm as a pressure existing between a norm sender (A) and a norm receiver's (Es) behaviour in a category of recurrent situations (S) (p. 1). These pressures manifest themselves through the norm sender's expectations, wishes, satisfactions or sanctions with regard to the norm receiver's behaviour and/or the norm receiver's perception of these expectations, wishes, etc. Rommetveit's definition of role, which we will borrow, is built on this norm pressure definition and reads:

A social role is a system of social norms directed toward one and the same individual as a member of a group or representative of a psychologically distinguishable category of individuals (p. 84).

Since the perception of a sent social norm by the norm receiver may diverge from the actually sent social norm, Rommetveit makes a distinction between prescribed roles as a system of sent norms and subjective roles as a system of perceived norms. By adopting such a definition we can assume that a person's behaviour in a certain situation is a function of his subjective role(s), i.e. the perception of the pressures directed toward him.

The distinction between role and actual behaviour makes it possible to group a variety of behaviour sequences under the same role. We can assume that a social norm does not define a certain mode of behaviour but determines instead a range of permissible behaviour.<sup>6</sup> The number of different modes of behaviour, all of which can be identified as emanating from the same role, therefore depends on the width of the range of permissible behaviour allowed by the norms constituting a role.

Therefore, the number of roles which can be ascribed to an individual can be reduced. If role is defined in terms of certain behaviour-sequences, a male individual may be ascribed different roles in his family, e.g. the role of a father, a husband, etc. By our definition he has only one role as a member of his family group, but this role comprises several norms which allow different modes of behaviour, e.g. in his relations to his wife and his children. His prescribed role as a member of his family group may be made up by the norms sent by his wife, his children, his parents-in-law, friends, etc. Also, if an

1 L. Colls, J. 'The Analysis of Situations in Social Psychology', *Am. Soc. Rev.* 94, 7, 370-87.  
S.S. S. G. t. Co. cept. f. Roles. d. Eg. i. Social Psychology at the C. round. ed. by J. H. Rohrer.  
d. M. Sh. f. H. pe. d. Broth. rs. NY. 95.  
2 W. C. t. R. i. play. g. vs. R. i. hi. g. A. Appe. l. for Clarificat. *Am. Soc. Rev.* 111, 6, p. 80-7.  
R. Li. t. Co. cept. f. R. i. d. St. i. R. ad. g. *Soc. al P. y. h. logy* ed. by T. M. N. comb. and  
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4 A. i. H. d. t. H. i. m. i. by T. M. N. comb. (*Social Psychology* Dryd. Pr. N. w. York. 95.) H. ec.  
roles. d. rol. beh. i. r. (p. 33).  
5 R. R. mm. t. it. *Social Norm. and Role*. Ak. d. ml. k. F. i. g. Oslo. 953.

individual is exposed to incompatible pressures e.g. a worker exposed to different pressures from his foreman and his fellow workers we could still say that he has one role comprising incompatible or contradictory norms. It seems to us that the existence of such incompatible norms in the individual creates disturbances in the individual.

1. The role of little help for the description and explanation of an individual. The concept of a role one wants to use the concept as such.

2. ro v

pre- or refute certain classes of events (behaviour-sequences goals etc.) in recurrent situations.

By introducing such an intervening construct we can link the role concept to individual motivation and may be able to explain why people want to act as they have to act.

The use of a conceptual scheme including prescribed and subjective roles and values has the advantage of overcoming the common distinction between social and personal roles or cultural and unique roles. Such a dichotomy aims at the explanation of behaviour deviating from the expected behaviour in terms of idiosyncratic tendencies in the individual. When such a dichotomization is refuted the assumption is often made that a role is jointly determined by personality factors and group-expectations these two being the end points of a continuum along which all roles can be ordered. By introducing the value-concept we can argue that an individual who does not behave in accordance with the expectations of the given situation may not have internalized this specific role and therefore other values may be operating in this particular situation. In other words if an individual does not accept the prescribed role relevant in a certain situation what then appears to be a unique or a personal role could be internalized norms which are not relevant in the specific situation but which have been transferred from another situation. We may think that certain roles are more dominating than others and that dominating roles may prevent or render difficult the internalization of other perhaps more adequate roles. 'Personality' in this case can be defined at least in part in terms of systems of values or internalized roles which could be arranged hierarchically in accordance to the number of situations which they control or the degree to which they influence other roles. We may

- Sargen tries to link the role-concept to personality tendencies in the individual. He says: "Roles depend upon the individual's personality and the situation in which he acts." (p. 360) And N. W. Smith has introduced the concept of 'role' as a function of the situation and the individual's personality. (p. 361) The Psychological Association meeting in 1938 (Sept. 9-11) in Social Psychology (p. 360) and the American Sociological Association meeting in 1938 (Sept. 9-11) in Social Psychology (p. 360) both dealt with the concept of 'role'. A. B. L. N. Sargen and M. W. Smith, Viking Fund, New York, 1938, p. 360. E. Fromm, *Psychoanalysis and the Concept of the Self*, New York, 1938, p. 360. L. Co. (1938) 'The Adult as a Person', *Journal of Personality*, 6, 1-10. Of course such a subject role as it could be perceived and explained as a distortion of the prescribed role and the actual role.

individual We will start with some theoretical considerations and proceed to an application of the simple conceptual scheme to be outlined to the personality structure of the inhabitants of a small village in the northern part of Sweden

The role concept as commonly used both in social psychology and sociology refers to behaviour sequences e.g. response patterns<sup>1</sup> or behaviour patterns expected of an individual by the members of his group<sup>2</sup> or the behaviour associated with a certain status<sup>3</sup>

We want to take a somewhat different position by introducing a distinction between the social role of an individual and his behaviour in a certain situation<sup>4</sup> As an intervening variable we will introduce the concept value

In a recent analysis of the norm and role concepts by Rommetveit<sup>5</sup> he defines a social norm as a pressure existing between a norm sender (A) and a norm receiver's (Es) behaviour in a category of recurrent situations (S) (p. 51) These pressures manifest themselves through the norm sender's expectations, wishes, satisfactions or sanctions with regard to the norm receiver's behaviour and/or the norm receiver's perception of these expectations, wishes, etc. Rommetveit's definition of role which we will borrow is built on this norm pressure definition and reads

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The distinction between role and actual behaviour makes it possible to group a variety of behaviour sequences under the same role We can assume that a social norm does not define a certain mode of behaviour but determines instead a range of permissible behaviour The number of different modes of behaviour all of which can be identified as emanating from the same role therefore depends on the width of the range of permissible behaviour allowed by the norms constituting a role

Therefore the number of roles which can be ascribed to an individual can be reduced If role is defined in terms of certain behaviour sequences a male individual may be ascribed different roles in his family e.g. the role of a father, a husband, etc. By our definition he has only one role as a member of his family group but this role comprises several norms which allow different modes of behaviour e.g. in his relations to his wife and his children His prescribed role as a member of his family group may be made up by the norms sent by his wife, his children, his parents-in-law, friends, etc. Also if an

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H. Robrer

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wcomb and

E. L. Hartl y H. nry H. lt d Co. N. Y. 947  
4 A similar di tu m d by T. M. H. wcomb (*Social Psych. Logy* Dryd Pres N. w. y. k. 95) bet een  
roles d rol beh vi r (p. 33)  
5 R. R. mm tve t *Social Norm nd R. I. Akad misk F lag Osl* 953.

dissolved and the population split up into belligerent cliques preventing all co-operative action

How did the personality of the Forestvillers affect the process of social disintegration and how did this process in turn affect them?

Our main hypothesis is that the

roles are

When

As a

social

to the new situation. Whereas in many cases people come into conflict with their social environment due to deviation from generally accepted norms in this case strict adherence to roles which were no longer appropriate in a changed social structure may be assumed to have deepened the

of the community. In the pre-industrial

self-supporting

group

of them

which

industrialization process. The children were brought up to perceive social relations between adults and children as a power relation clearly defined in terms of dominance and submission. This is revealed in interviews with parents in Forestville both about their own upbringing and the upbringing they administered to their children. For example, many emphasized that they themselves always had to obey their parents and that such demands were right. They conceived it as important that their own children should submit to the will of the parents. Many of them thought that children should show respect for all grown-ups and that one should not discuss matters with children.

Rather, the parents had to make the decisions and the children to obey. This upbringing led also to values which restricted the expression of emotions and in particular aggressions. In the interviews people declared that one should not fondle children too much, one should prevent children from expressing anger especially toward their parents. Temper tantrums and agressive behaviour should be met with corporal punishment. They related examples of similar treatment from their own childhood. For example, a man said, "I should say that I got the taste of the birch every once in a while for the least offence and a good whipping too. Most defended the treatment they had received from their parents. Furthermore, the upbringing created

taboos in particular with regard to sexual activities. The general impression is that the social norms allowed only a rather narrow range of permissible behaviour, rating unambiguously what could be perceived as right and wrong, thus creating what has been called an intolerance of ambiguity.

The values guiding the social relations between adults and children seemed to a large degree to have been transferred to the social relations between adults. It seemed to be rather common that people perceived the interaction in terms of dominance and submission. We can say that the values acquired in childhood had a dominant position in the individual's value hierarchy. As reasons for this dominance and the transference to other social relations we may state two assumptions: 1. Values acquired in early

assume that specific values from one internalized role may become an integrated part of another internalized role. In this sense we can speak of overlapping internalized roles.

Still another consequence of such an approach may be demonstrated by a short discussion of the use of direct and projective methods to reveal individual motivation. It is sometimes assumed that by the use of projective tests deeper levels of the personality can be revealed or a picture of the real personality of an individual can be given which direct methods cannot give. Now let us assume that we have obtained different results about a subject's motivation by the use of a questionnaire and by a projective test. The explanation would be that the answers given on the questionnaire may be influenced by the subject's perception of factual or fictitious pressures directed toward him in that specific test situation. The verbal behaviour in this case refers to some extent to a specific subjective role. The results of the projective test may be explained in the following way. Experimental studies of functional factors<sup>1</sup> have demonstrated that selective tendencies in the individual—and I want to point out that we have defined values as selective tendencies—may influence and organize the perceptual field of the individual. Therefore we would assume that the reactions on the projective test may refer to internalized roles or values. All we could conclude from the results of the two tests is that in both cases different roles have influenced the subject's verbal behaviour. In the first test it may have been a subjective role, in the second an internalized role. Since all roles may influence our subject's motivation, the direction in which he will be motivated in a given situation may not necessarily be predicted with greater confidence from the results of a projective test than from the answers on a questionnaire. The direction of his motivation in a given situation may depend almost entirely on the perception of social norms directed towards him and/or the values actualized in that specific situation.

We will now proceed to an application of our conceptual scheme of roles, values, and behaviour sequences to the personality of the inhabitants of a small rural community in northern Sweden called Forestville. This community had been investigated by Rundblad, a Swedish sociologist.<sup>2</sup> In addition, all parents with children of school age were interviewed by psychologists about their attitudes toward upbringing<sup>3</sup> and the present writer undertook a short analysis of their personality structure.<sup>4</sup>

Forestville had about 200 inhabitants when the investigation was conducted. During a period of ten years preceding the date of the study, the population had declined by about 30 per cent, mostly owing to migration, consequence of the process of industrialization occurring in Sweden. The migration of so many individuals created severe disturbances in the social structure of the village. The school and the store were closed; most of the existing organizations

J. S. Bruner, D. C. Goodenough, V. I. and N. ed. Organizing Factors in Perception. *J. Abnorm. Soc. Psychol.* 47:4, p. 33-44. L. Postman, J. S. Bruner, and E. M. Ginn. *Perceptual Structure*. *J. Abnorm. Soc. Psychol.* 43:4, p. 343-43. J. M. V. d. riplas, d. R. Bl. k. Select. S. i. l. o. n. i. A. d. t. r. y. P. r. e. c. e. p. t. i. o. n. in *Perception and Personality*. Ed. J. S. Bruner. d. d. h. e. c. h. D. u. k. U. n. i. v. e. r. s. i. t. y. P. r. e. s. s., D. u. b. u. i. n. g. N. C. 1949.

If the characteristic tendencies which peak about deeper levels of the personality were accepted, the behaviour changes are equated to real, true personality which is rejected.

3. Rundblad, F. *Forestville Study in Social Change*. Uppsala 1951 (mimeo). I have indicated that Rundblad's study is a part of a larger project initiated by UNESCO, which also gave it the title *Study in Social Change*.

4. Bylund, L. *Perceptual*.

5. J. Israel *Perceptual and Projective Social System and Balance* (manuscript 1951).

# SOCIAL FACTORS IN PERSONALITY

of defence against these feelings e.g. distrust in others suspiciousness

Influence of the social change  
as pointed out that such  
we have no other knowledge  
in stories told by the people  
in personalities we should  
be separated by  
the degree to  
was made was  
the migration

process started In other words we do not know whether there has been a  
selective migration nor whether the personality-characteristics we have  
found are the result of the social change

With these reservations in mind we can summarize If we assume that  
values are central concepts in the definition of personality we can say that

being a constitutive part of the personality has prevented a smooth adjustment  
to the new conditions We would also point to another factor the old roles  
between  
cause the  
on In a

state of transition new prescribed roles are assumed to be vague and  
ambiguous in part because the norm senders themselves are exposed to new  
conditions and further because it may not always be evident who is acting  
as a norm sender That may easily lead to a great discrepancy between  
prescribed and subjective roles Such a discrepancy may not only create  
insecurity but one may suspect that under certain conditions it may  
be punitive especially if the gap between prescribed and subjective roles  
becomes too wide Therefore not only clinging to old inappropriate roles  
but also behaving in accordance with the requirements of new roles not  
adequately known may result in a state of insecurity In addition the process  
of acquiring new roles seems to be influenced by the size of the discrepancy  
between old and new roles The greater this discrepancy the more will new  
roles be perceived as threatening and the more the tendency to stick to old  
values may increase

We may now be able to return to the hypothesis concerning workers

The result is interesting because the tendency in from Forest III and the dissatisfaction with  
the social conditions was greater among unmarried people than among married couples. On the other hand  
the tendencies were more consistent in the young than in older people (B Rundblad, *Forville Study*  
of Rural Social Change Uppsala 5 [mimeo]).  
G Boalt, *Standardization and Social Mobility and Migration* J Dens Nybeor 8 April 95

life may be more persistent than those acquired later.<sup>2</sup> In the agrarian community group membership was limited to a few groups among which the family should be considered the most important. Membership in a few groups means a limited number of values.

and of the values acquired in the community were not only few but also clear.

existing in Forestville before the change in the social structure set definite limits for the individual's behaviour and surrounded him with rigid taboos. But on the other hand acceptance of these roles facilitated individual need satisfaction. Restrictions were thus at least to a certain extent compensated by gratifications. The values created by means of upbringing values which we have defined as authoritarian offered a certain degree of security since they gave the individual the opportunity to find his place in the social system. Furthermore the number of goals available for need satisfaction were limited since the community was rather isolated in its contact with the surrounding world but the limited number of goals which existed were more easily attainable ones. It was therefore less likely that the aspirations of individuals were frustrated to the same degree as in Forestville of today. (There may have existed other sources of frustration not discussed in this context.)

It may be necessary to insert a comment here on our usage of the concept authoritarian values. The existence of authoritarian values in guiding interpersonal relations did not exclude the possibility of democratic institutions in the community such as the village or parish assembly in which the heads of the families i.e. those who had the top place in the hierarchically ordered family group met and decided about matters of common interest. The authoritarian values then are considered to grow out of the social structure of the stable and static hierarchically ordered agrarian community and the social norms existing in such a society.<sup>1</sup> The behaviour to which these values gave rise was appropriate in the sense that it maintained the proper functioning of the existing social system. The process of industrialization ended the isolation of Forestville. New communications with the surrounding world were established and new goals were introduced by the new social conditions. The media of mass communication supplied the Forestvillers with knowledge about the discrepancy in standards of living between their own community and the cities. As a consequence the migration from Forestville started. Those who left first were the younger women. The stable social structure of Forestville began to break down.

Those who stayed in Forestville faced a conflicting situation: adjustment to the new conditions seemed to be necessary. The old values which they had acquired had created rigid behaviour patterns with fixed limitations. This rigidity complicated or prevented adjustment to the new social conditions because such an adjustment presupposed a certain flexibility of behaviour which their values did not allow. But clinging to the old values no longer brought security and anxiety. The Rohrschach tests pronounced feelings of anxiety and mechanism.

<sup>1</sup> We will emphasize the interdependence of parent-child relations and the social structure. Only the parents of children of school age who were interviewed about their attitudes toward upbringing were tested with Rorschach tests. D.T.A.T.

of defence against these feelings e.g. distrust in others suspiciousness tendencies to isolate oneself etc.<sup>1</sup>

Before we summarize our conclusions about the influence of the social change on the personalities of the Forestvillers it should be pointed out that such conclusions must always remain hypothetical. We have no other knowledge about the conditions in Forestville than the stories told by the people themselves. To measure effectively the change in personalities we should

- i to make observations at two different periods separated by
- ii knowledge about the degree to
- iii was
- iv situation
- v when a
- vi have

With these facts that values are central concepts in the definition of personality, that changes in the social structure of the community the old values have remained the values adjustment to the new conditions the old roles

of the Forestvillers were clearly defined, i.e. an eventual discrepancy between the prescribed roles and the subjective roles would be small because the unambiguous prescribed roles would restrict perceptual distortion. In a state of transition new prescribed roles are assumed to be vague and ambiguous in part because the norm senders themselves are exposed to new conditions and further because it may not always be evident who is acting as a norm sender. That may easily lead to a great discrepancy between prescribed and subjective roles. Such a discrepancy may not only create insecurity but one may suspect that under certain conditions it may be punitive especially if the gap between prescribed and subjective roles becomes too wide. Therefore not only clinging to old inappropriate roles but also behaving in accordance with the requirements of new roles not adequately known may result in a state of insecurity. In addition the process of acquiring new roles seems to be influenced by the size of the discrepancy between old and new roles. The greater this discrepancy the more will new roles be perceived as threatening and therefore the tendency to stick to old values may increase.

We may now be able to return to the hypothesis concerning workers attitudes toward upbringing with which we started and try to reformulate it. Studies indicate that the majority of people migrating to cities will belong to the working class. Therefore we can argue that the workers displaying their old values and decreases the discrepancy between old and new roles

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<sup>1</sup> This was from Forestville and the data I collected



In their attitudes toward upbringing then both old values which may have been acquired early and the values created at their working place are reflected

## SOCIOMETRIC STUDIES ON THE ADJUSTMENT PROCESS OF DISPLACED PERSONS

ELFRIEDE HOHN

Among the social variables influencing personality determination the impact of the social role and group rank is perhaps the most complicated. What is the significance of a central or a random position in the group in terms of personality changes? How are such changes brought about? May we say perhaps that it is by the core of personality itself that the social status in the group is determined?

The best empiric material for an investigation of these problems is provided whenever a stranger enters a group from which he differs vitally. The post war migration of millions of people from the eastern areas of Europe to Western Germany still represents an enormous experiment in itself and creates countless test situations of outstanding significance. The possibilities for observation

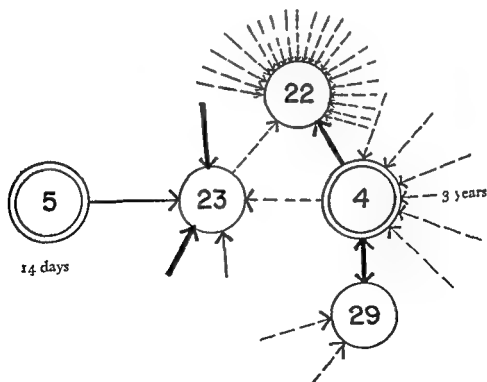


FIG 1

particularly favourable in south western Germany a  
and with refugees than the other

that  
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lished group of resu...  
nt ally as to social-economic stat  
Western Germany the refugees form  
ation

cesses  
ren as  
enter  
m

backgr...  
h d been observed throu h mo t s  
We repeated these sociograms at

invest rated and to trat...  
to secure the co-operation of teachers and parents the school y pe  
was measured handwriting and drawings were evaluated projective  
techn ques (T A T tree test Rohrschach test or Zulliger Z-test Story comple  
t d an interrogation of the child was added  
L A I ht upon the



FIG 2

shadowed for the time being they won't  
enter the picture at all Whatever his  
the th stran

Fig 1 presents a typical instance  
It shows a refugee child from East  
Prussia (number 5) who has been a  
member of the class for a fortnight  
The child is neither chosen nor rejected  
is simply ignored There has been  
no ranking in the group so far (Mark  
the difference compared to number 4  
measures)

mechanisms and tries to get in con  
tact only with those most definitely  
outside the group Thus it belongs  
from now on to the group of the  
rejected )

But let us return to the situation of  
the newcomer the girl's isolation begins

November 1952

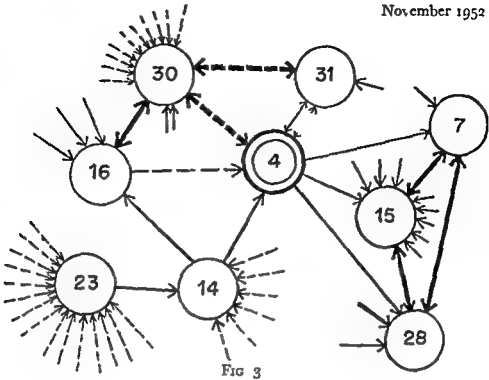


FIG 3

February 1953

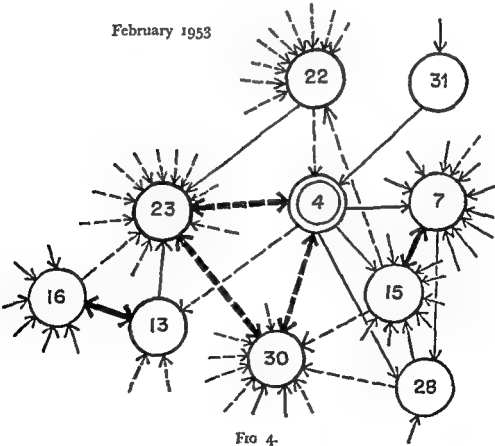


FIG 4-

May 1954

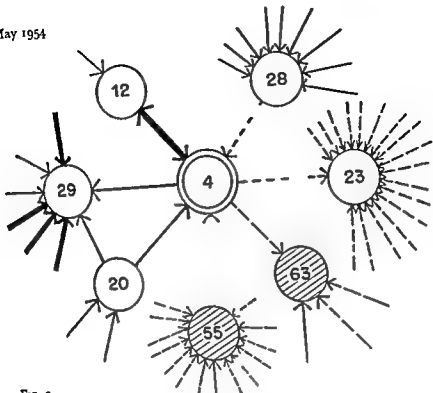


FIG 5

to influence the self-developmental processes in a typical way. She becomes insecure and shy and tries everything to be accepted by the group. Most anxiously she accepts the social code of the group as well as its hierarchy—

the newcomer who prefers the stars of one else. By the time she does not want to be done by the girl. The insecure girl reacts according

after a few weeks the point which may become decisive for the further social position of the newcomer. It is no longer the impact of the group which models the child's personality. Now the perso-

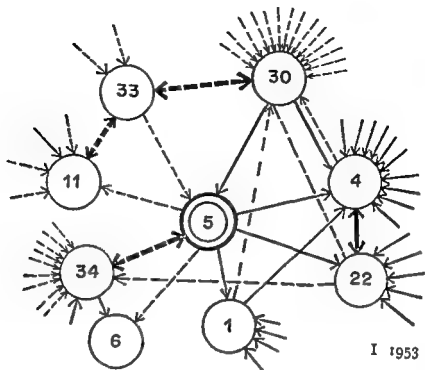


FIG 6

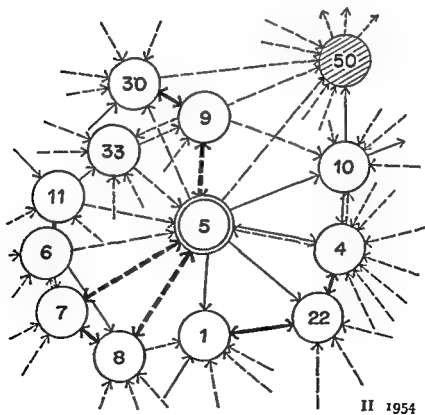


FIG 7

1 - 1 On the other  
and mere

Any achievement  
quences for the personal ty of the new cou i  
emotional experience his self-confidence is stab l ized his behaviour patterns  
grow more natural and relaxed Above all his scholarly performance improves  
Thus a chain of positive interactions beg ns to vork favourable personality  
a better group rank and the improved group pos tion his  
il processes Such a succes ful

mates) and 5 (adjustme  
the schola ly performance of the g r l number 4 improveu  
far rather timid shy and reserved—grew more responsive and settled though  
it remained basically quiet

But there are also d fferent de elopments It could be observed that all  
h h d shown either genuine pass vity and reserve or lack of  
their adjustment  
lation in the new

p oblems were old ones at a

men n These children tend to resign as

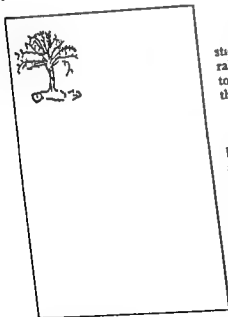


FIG 8

stick to the few outsiders who u l b  
rally rejected and v ho are only too glad  
to have companions Thus they enter  
the out group—and this step b comes

by the group We have not cou e across  
a single case where this s tuat on could  
be changed even by intensified educa  
t onal efforts The only remedy may be  
a t ansfer to another group We have  
already mentioned a typical develop-  
ment in connexion with Fig 1 (ch ld  
number 4) A second instance may be  
g ven The chuld lived with relatives in  
very poor n rcumstances after having  
been shifted from camp to camp A  
little essay conta nng th following  
sentences got the sympathetic attention  
of teacher and classmates

My Christmas Wish I wish that my parents come for to be alone is not  
nice My parents we so good to me nd now it is no longer as it was in former  
times

At Christmas th g l was showered with gifts In consequence of this  
attention the teacher took a successful adjustment p ocess for granted How

much she was mistaken is shown by a sociogram after three months (Fig. 6). It reflects the typical fringer position of the newcomer. The girl however is still prepared to adjust. But—owing to heredity or the manifold traumatic experiences of the flight—she displays a fatal lack of courage, activity and personal initiative. The poor economic status becomes an additional hindrance to successful adjustment. Unfortunately she is transferred to the class of her cousin, a highly unpopular problem child with a definite tendency to seclusiveness. The negative attitude of the group toward him passes to her. After one year she has become a black sheep too (Fig. 7). Here again the tree test demonstrates pertinently the serious disturbance of self security and the almost abnormal seclusiveness the girl has projected into her drawing (Fig. 8).

The fact of being rejected by the group influences personality development

that they escape into obstinacy opposition and indifference towards punishment. These children usually become vicious and malevolent. In other words rejected newcomers resign and adjust to a completely passive role or they respond to the situation by rejecting the group themselves and by withdrawing into a system of active defence mechanisms. In all cases a considerable decline in scholarly performance is evident and here too a chain of interactions begins to work in this case in the form of a vicious circle the poorer the performance the lower the group status. Such a child is bound to finish by developing the classical symptoms of an anxiety neurosis or by becoming a typical problem child. Dream analyses and projective techniques will then uncover whole layers of aggressive tendencies and strata of ideas charged with anxiety and frustration.

The results may be summarized as follows: there are certain social situations which are so highly important for the individual that the general effects are

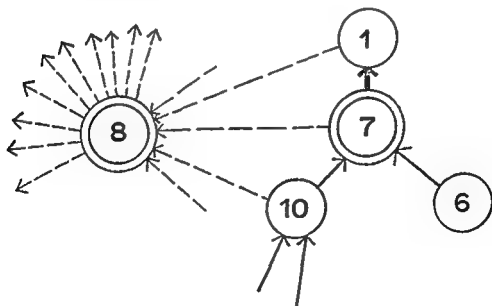


FIG. 9

the same for everybody not with standing characteristic personality traits The  
 member had to undergo when he entered the  
 of his state-  
 car way  
 nined by  
 In spite  
 individual personal ty traits  
 of the very same social background (both children came as refugees from  
 Hungary) they occupied polar positions as to group rank after several years  
 in their new environment Number 7 a well balanced boy of high I Q and  
 obvious adjustment readiness holds a top-rank in scholarly performance  
 He has been elected as speaker and is generally chosen as a star in the  
 sociogram Number 8 however a problem child quick to anger and probably  
 not free from psychopathic tendencies with a poor performance chart is  
 completely isolated He wants to sit all by myself alone He  
 is generally rejected himself He is the  
 al status in the group is primarily  
 sonality structure in return may be  
 modelled into a more definite reactive or negative character by the  
 impact of the group rank must be taken as a secondary process only

## SOCIO ECONOMIC BACKGROUND AND PERSONALITY

HILDE T. HIMMELWEIT

During the last four years my colleagues<sup>1</sup> and I have carried out a series of  
 inquiries into the psychological aspects of social differentiations These  
 inquiries formed part of a larger study of social stratification which is being  
 undertaken by the London School of Economics

The main inquiry into the relationship of socio economic background to  
 behaviour and to the formation of attitudes and values used young adolescent  
 boys and the parents of these boys as samples In a second study which formed  
 part of a larger international project carried out by the Organization for Com-  
 parative Social Research we investigated among teachers the relationship  
 between social class background and their attitudes in methods of upbringing  
 and to professional and wider national issues Teachers are a specially  
 interesting group to study in this connexion First they are very homogenous

qualifications is the most important prerequisite for upward mobility

There is not sufficient time to present a systematic account of these studies  
 Instead I shall concentrate on findings in four areas which I think are of the  
 most general theoretical interest

<sup>1</sup> E. Bone, H. A. Halsey and A. N. Oppenheim.

The latter studied as common inquiry into the attitudes of teachers in seven Western European countries  
 sponsored by the Ford Foundation.



The first set of findings relate to the area of *tensions*. Allison Davis and others in this country suggest that a kind of adaptive socialized anxiety is generated more readily as a result of middle class as compared with working class methods of upbringing. While many of the differences between middle and working class child rearing were also found in England, there was no evidence of differences in the amount of overt or covert anxiety shown. By relating the differences to the total process of parent child interaction, we arrived at a rather different interpretation of the consequences of these variations in upbringing for the personality of the child—in explanation which we think would account for the absence of greater anxiety in the middle class child despite the very real pressures which are put upon him.

The second area concerns a problem central to the field of social psychology, namely that of *the transmission of values*. Warner and others have tried to explain the relatively poorer results of the middle class child as the result in part of conflict between the values which he is taught at home and those taught at school. Such integration into school, Warner suggests, is made much easier for the middle class child in whose case values taught at home and those taught at school reinforce one another. By obtaining data from both parents and children covering their value systems, we find that the conflict interpretation is too simplified and that certain other important variables need to be taken into account.

The third set of findings relate to *the teacher's role in this process of socialization*.

The last area is that of *cross national comparison*. Some tentative findings will be presented to show the feasibility of such cross national studies and the extent to which they can serve as a first useful step towards an empirical study of national character.

I will begin by giving a brief outline of the main inquiry in which over 600 13-14 year old boys served as subjects.

We had several objectives in planning research in this field. First we wanted to ascertain the degree to which the Davis hypotheses could be confirmed in England, using not the relatively extreme and selected samples of middle and lower lower class subjects on which he based his findings, but rather more representative samples ranging from middle middle lower middle via upper working to lower working class groups.

Secondly we wanted to extend our inquiry beyond those areas where previous research had shown social class differences to obtain. Exclusive concentration on those areas alone we believed might well lead to an over-estimation of their significance in the total picture of the child's development. Consequently we aimed as far as it was possible by group techniques of inquiry to arrive at the kind of data normally collected for case studies—data which would then make it possible to place the social class differences found in their appropriate context.

The subjects on which we obtained information were

- 1 The boy
- 2 His school
- 3 His vocational aspiration
- 4 His value system—the things he considers good or bad things to do—his hierarchy of values
- 5 His awareness of social class differences and of social class indices within

- his society with special reference to his assessment of the prestige of occupations
- 6 His perception of his interpersonal relationships with his parents with his peers and with girls
  - 7 Some indication of the nature of his tensions and of his mode of reacting to frustration
  - 8 His performance on personality tests

seven hours in all. An aspect on

via questions in which the

and given multiple choice answers to open-ended questions such as "Good father is one who" "home is a place where" Projective techniques were also used to cover the areas of home, school and interpersonal relationships to reveal hidden tensions and to obtain measures of the child's aggression and anxiety.

Each area of inquiry was sampled by the variety of techniques described above. In this way we obtained the boy's spontaneous frame of reference as well as his reactions to questions which were placed on a more adult frame of reference and to which he could respond by accepting or rejecting the values stated.

The study was restricted to London. All boys in the third grade of 11 state schools were included (equivalent to American seventh grade). The boys were assigned to a given social class on the basis of the prestige of their father's occupation. As our inquiry was restricted to state schools it included no upper and very few upper middle class boys. Since the results for the two sub-groups within each class were relatively similar to make reporting easier

onal system in England take  
ly of intelligence and attain

ment tests on the basis of which they are placed into three types of secondary schools—the secondary modern, the secondary technical and the secondary

the survey  
/ modern  
up (IQs

of about 10 and above) are elected for grammar schools. The curriculum of these schools are essentially academic and the pupils on leaving school enter on to further educational institutions or take up other white collar occupations. We had hoped to study intelligence in relation to the readiness with which the children adopt or retain certain behaviour and

middle class grammar school (more  
the kind of careers for which it  
intelligence we cannot isolate the

fact of intelligence but must speak of differences between the two working class groups for example as being due to differences in intelligence and/or school environment. This is particularly important when dealing with the results from working class boys in the grammar school who are the upwardly mobile group locally.

In analysing the data we made comparisons both between school populations and within schools between the two classes.

Results. We confirmed several of the Davis and Warner hypotheses. We

The first set of findings relate to the area of *tensions*. Allison Davis and others in this country suggest that a kind of adaptive socialized anxiety is generated more readily as a result of middle class as compared with working class methods of upbringing. While many of the differences between middle and working class child rearing were also found in England there was no evidence of differences in the amount of overt or covert anxiety shown. By relating the differences to the total process of parent child interaction we arrived at a rather different interpretation of the consequences of these variations in upbringing for the personality of the child—an explanation which we think would account for the absence of greater anxiety in the middle class child despite the very real pressures which are put upon him.

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The subjects on which we obtained information were

- 1 The boy's activities at home at school and in his leisure time
- 2 His school performance his attitude to and his anxiety about school
- 3 His vocational and educational aspiration and his perception of his parents' aspiration for him
- 4 His value system—the things he considers good or bad things to do—his hierarchy of values
- 5 His awareness of social class differences and of social class indices within

two working class groups would be very similar in their outlook. If this were found to be true it would support the hypothesis that the socially mobile boy is acquiring a different hierarchy of values as a result of contact with the school ethos.

The results were however quite different. Of all our groups the parents of the upwardly socially mobile boys had a much more middle class set of values than any other group including the two middle class parental groups. Thus far from coming from a home where the values held conflict with those taught at school these boys tend to come from homes of over-conformers to middle class values. It is likely in fact that this may have been initially responsible for the successful passing of examinations at the age of 11. Why is it then that despite the pressure and support from home the working class boy is less

an antidote to the grammar school outlook. Secondly there is the attitude

that of the role of the teacher in the process of social mobility. In the adolescent study we asked the teachers of each form to make a series of separate assessments i.e. to pick out for each of the following characteristics the five best and the five worst boys. Eleven teachers took part each assessing the children of whom he was in charge. They were asked to assess scholastic performance and then in turn such characteristics as industriousness, sense of responsibility, interest in school affairs, good behaviour, good manners and popularity with other boys. The teachers did not know the purpose of our investigation and once they had given the names of the boys we classified them in accordance with their socio-economic background. All the comparisons concerning personality characteristics showed that more middle class boys were chosen by each of the 11 teachers as being the five best. In the teachers' eyes then the middle class child is better mannered, more responsible, more mature—and yet also more popular with the other boys. Thus despite the fact that the sociometrics which the boys did themselves showed no such class typed picture. Whilst for other characteristics no independent assessment could be obtained the evidence appears suggestive as to the ambivalent attitude of the teachers. This was further confirmed by the second inquiry to which I referred earlier namely that in which a random sample of

... the wrong type of child to get into the grammar school. Though despite the fact that—or probably because—the teacher himself had used this process to achieve his present status. Further sharply upwardly mobile teachers tended to be more authoritarian in their outlook. There is not time to enlarge further on this problem. These pointers indicate however the need for studying much more the subtle process of identification and projection which operates in the teacher and which is likely to be an important factor in preventing adequate integration of the working class child into school.

found middle class children more concerned about how well they do at school more integrated into school and with higher educational and vocational aspirations. The parents supervise their schoolwork more closely and are in their turn more concerned about the boys' school performance. Their supervision extends also to a more marked degree than in the working class to the boys' activities at home and to his leisure activities. The middle class children showed a more rigid value system not only with regard to school values but generally considered more things bad things to do and believed more strongly that infringement of rules required punishment. They also showed relatively less interest in the opposite sex. Despite so many confirmatory results as to the greater pressure to which the middle class child is subjected both externally by the parents and internally by his more rigid superego and more intropunitive technique of handling frustrations no evidence of greater overall anxiety or tension was obtained.

We believe that the middle class child felt more at home. On all these points the middle class boy said more often than the working class boy that he could discuss things with his parents that he could confide in them and that they shared his interests. It would appear then that pressure exerted in a protected cushioned environment can be tolerated without undue anxiety.

It seems to us that too many studies have concentrated upon external happenings upon differences in acceleratory or supervisory handling in early years and on differences in pressure exerted to do well and have placed too little emphasis upon the emotional context in which they occur. According to our findings the working class child while less pushed is emotionally left more to fend for himself. Dr. Frenkel-Brunswick suggests that the working class child's need for dependence may be less well satisfied compared with that of the middle class child. It would be important then to map all the regions in which tensions are aroused in the adolescents of the two classes—regions which may well differ from one another—rather than to assume that because a child is pushed educationally he ought to be more anxious than another child where pressure in this particular area is less strong.

The second set of findings I wanted to discuss was that concerned with the transmission of values. We interviewed a random sample of the parents of the boys giving them some of the questionnaires for which we had already answers from the boys.

One of the hypotheses we had was that the upwardly socially mobile working class boy would try to become like his middle class co-pupil and that his answers would be markedly different from the working class boy who was not upwardly mobile. We further predicted that in the case of the middle class the two school groups would not differ markedly. Our results were as follows. First the differences between the school groups both in the middle and in the working class were so marked and so very much more marked than any difference between classes within the same school that this is likely to reflect in large measure differences in educational and intellectual level. This underscores the need for taking account of intelligence in social class studies of this kind. Secondly we found that the difference between the two working class groups was the most marked. This provides suggestive evidence that the upwardly mobile boy is trying to adopt the new middle class values. We further predicted that in the case of the parents' middle and working class parents would give different answers but that the two middle class and the

symposium were to be praised for their awareness of this problem and for having taken initial steps in the right direction. Nevertheless the need for comparable data and particularly for thoroughly trustworthy data on different groups was pressing. In order to meet this need some of us would have to be willing to follow the original we should have to be willing to follow of were no longer

Professor Lagache's formula is as follows:

Professor Lagache's paper raised the question: what do we do when we are faced with such a theory as he offers? The answer was that we should derive from it hypotheses for research. We should strive for operational definitions.

Dr. Sears shared Dr. Skard's interest in cross-cultural studies. He had no objection to studies of the so-called primitive cultures though he himself was involved in studies of Western sub-cultures. His own studies of those reported by Dr. Himelstein over socio-economic classes that has been going on since the Victorian age—a change towards non-authoritarianism in upbringing. He suggested that we look into other societies to see if concern about children did not go with less authoritarian values and that we study changes in the kinds of advice given to parents. Indications were that middle-class parents were the most susceptible to advice from professional sources. His Iowa studies had shown that lower-class parents were stricter than middle-class ones and that lower class socially upward mobile parents were even more severe. The accent on self-demand in infant care was most common in the intellectual class. Lower class upward mobile parents were most imitative in their child care methods. He suggested that Dr. Skard in pursuing the aims which he and she shared should use his interview schedule with her Norwegian parents.

## SOME ASPECTS OF IDENTIFICATION

DANIEL LAGACHE

### STATUS OF THE PROBLEM

There are two entirely different approaches to the determination of personality through social variables. On the macro-sociological scale personality is loosely connected with broad social determinants. On the micro-sociological scale the socialization of behaviour and personality is a continuing process of adjustment to the groups with which the individual is in direct contact. Psychoanalysis was the earliest—or at any rate the major—contributor to the understanding of the part played by identification processes in this respect.

The feasibility of cross national comparison Mr J Montague Associate Professor of Sociology of State College Washington joined our research group in London and repeated part of the inquiry using the same questionnaires on 700 13 14 year old boys in Spokane Washington Preliminary comparative analysis has shown that while in certain matters national rather than class differences are more pronounced in others the English and American middle classes have more in common with one another than either the English working and the English middle class or the American middle or working classes these matters concern severity of moral code conformity with school values and a closeness of affectional ties between parents and children which I have just mentioned While none of this is perhaps in any way surprising it is a field in which generalizations abound and one in which precise documentation is important It is important to study in particular the hierarchy of values in given groups in the various countries e.g. the strength of their need achievement drive the areas in which this need achievement operates most strongly and the goal seeking mechanisms developed by the various groups as well as the defensive mechanisms used I suggest that such studies should not be carried out on random samples but on stratified samples stratified by social class and other relevant variables Using stratified samples the kind of comparison I have just described can be carried out For example if the leaders of one country are drawn primarily from a section of the population different from that from which the leaders of the other country are drawn then we can describe and predict their behaviour far better if we can place their reactions in the appropriate cultural as well as subcultural setting

Adolescents are a particularly useful group to study in this connexion first because it is easy to get comparable samples and secondly because at that age most of the mechanisms and drive patterns used by adults are already formed and yet rather more clearly spelt out

Such studies in the present era of misunderstanding—misunderstanding both of motives and of mechanisms—are of value and it is my belief that social psychologists have now the tools and the experience to make a very real contribution in this field It is further my contention that tendency to concentrate solely on primitive or simple societies is based on a not yet proven contention that simple societies are truly simple I suggest that because of their strangeness we can detect less well their diversification and complex patterning If this be so then there is much to be said for using in cross national research complex societies where the complexities are apparent and where there are trained social scientists in each country to comment on the conclusions drawn by the investigator from outside Such comparative studies of Western societies both from the point of view of methodology and from the point of view of the contribution they might make to the study of national character would provide a fruitful research area for the social psychologist

#### DISCUSSION

Dr Skard made a strong plea for cross-cultural longitudinal studies of child development She was concerned lest we mistake what is found in a given group for what is universal Authoritarianism for example might have different meanings in different cultures and sub-cultures The papers of the

into relation with some image in the mind of the subject apprehending it. The nature of the object does of course affect our experience but it is our experience which decides the value and significance of the object. Whether our attitude be realistic or delusive we react to the object as though it were what we believe it to be. Even a scientific object is brought into relation with our need to know and understand.

The part played by subjectivity in objectivation is more obvious in inter personal relationships. Let us take the phenomenon of transference either in social life or in psycho-analysis. On the one hand the subject objectivates another person in accordance with his own identity. On the other hand he unconsciously assimilates that person to some other person belonging to his past experience with whom he himself has an identification relationship as one of the characters in his private drama.

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# PRIMITIVE FORMS OF IDENTIFICATION

Our next question is whether certain primitive forms of identification can be differentiated and described in the light of reconstructions made by child psychologists and psychoanalysts.

It seems clear that in its most primitive stages the object relationship is an identification relationship. The consciousness is conscious of something but not as distinct from itself. In Condillac's celebrated phrase the statue becomes the scent of roses while Jaspers gives the example of an idiot child fascinated by a light. Adults may have such an experience immediately after a fainting fit. In the case of the child Piaget's first sensory charts may be interpreted in this way. Freud says that primary identification is the original form of emotional tie with an object. Psychoanalysts also speak of the *sentiment océanique*. In actual fact if we are agreed as to the intentionality of consciousness it is difficult to see how primitive conscious experiences could fail to be identifications owing to the actualistic structure of the experience.

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is influence be good or bad depends that this pre-object, whether  
concerned. Primitive experiences are marked and contrasted in their affective



The study of these processes is difficult for various reasons (a) in any given cultural area the standardization of personality is a manifest phenomenon (b) a manifest phenomenon such as identification is an interpersonal are animistic and anthropomorphic in character—which means that the scientific mind regards them as suspect and difficult to deal with. The concept of identification tends however to be more and frequently invoked in connexion with a wide range of complex phenomena. It may therefore be helpful to consider the question of identification and put forward certain hypotheses on the subject. The most important of these is that various obscure features of identification processes might be clarified if we were guided when considering them by the concept of the interdependence of social roles.

#### IDENTIFICATION—THE TERM AND THE CONCEPT

Identification implies relationship between a subject and an object or more briefly an object relation between objects and more especially a relationship between persons though not exclusively so for while the subject of the identification is invariably a living being animal or human the object may be either a living being or a thing.

Curiously enough the word identification refers to object relationships which are not only different but opposite—even diametrically opposite in any systematic classification of object relationships.

Identification is first and foremost the act of identifying oneself with an object. It is commonly considered to take two forms according to whether the subject acts as the object or imposes its own proper role on the object. The heteropathic and idiopathic forms of identification defined by Max Scheler may within certain limits be likened to the introjection and projection described by psychoanalysts. I personally prefer the terms alloplastic and autoplatic identification. Any such object relationship has two distinguishing features: (a) it always implies some degree of confusion between subject and object; (b) it is a relationship of existence or coexistence not a relationship of knowledge.

But identification is also the act of identifying an object for instance one identifies a criminal or one identifies a powder as consisting of neutral sulphate of quinine. The act of identifying has features diametrically opposed to those which characterize the act of self identification: (a) it is an act of cognition not an existential phenomenon; (b) this act of cognition entails a maximum of differentiation between the subject which identifies and the object which is identified. I myself prefer in such cases to speak of objectivation and to apply the word identification only to self identification and its results.

The fact that it is possible to use one and the same word for such widely differing phenomena may be regarded as no more than an unfortunate accident of semantics. We may even go further and stress the radical difference between identification relationships and objectivation relationships the latter implying a distinction between subject and object. On the other hand the use of one and the same term may be attributed to a certain degree of similarity between the facts. For in the process of identification the object is brought

Unification of personality and identification Most authors agree that the unification of the personality and the establishment of self-awareness demonstrated in speech by the correct use of the personal pronouns takes place at about the age 3. This unification is not of course complete. But it gradually gains strength forming an increasingly firm conviction in which awareness of the ego may be likened to an objectivation: the consciousness designates the ego as a single object permanent and transcendent with which it stands in a particularly close relationship: the consciousness identifies itself with the ego.

Psychology material structures which takes place within the ego is it the dynamic integration of multiple identifications which are changeable

The unification as is shown alterations not only by the pathology of secondary identifications which take place in the ego when influenced by the diversity of interpersonal relationships. Moreover psychoanalytical personality has revealed the part played in the synthesis and stability of the ego by identification with another human being. Incidentally some psychoanalysts consider that identification with the psychoanalyst as an autonomous subject, plays an essential and decisive part in the treatment.

Thus there are good grounds for thinking that privileged identification with another human being is the mechanism which makes it possible to achieve the unification of the ego which precede the unification of the ego. This is a requisite for the ego's integration on the basis of identification. Perhaps the view that consciousness is perpetually torn between identifications and the search for a self which always eludes capture for a co-ordination which on great poet in speaking of another suggests can only be achieved through death.

## SECONDARY IDENTIFICATIONS

By secondary identifications we mean durable structures and stabilizations of the personality following upon preceding acts of identification. Freud uses the expression to indicate a modification of the personality replacing a previous object relationship. This meaning though more precise is not contradictory for in both cases we have the lasting effect of learning the adoption of a system of habits motivations and actions characteristic of some other person.

Thus is not the place to enter upon an exposition of the psychological theory of the three instances which is complex, has many obscure points

tonality. It is through them that the child establishes its earliest relationships with the people around it and this gives ground for seeing therein something in the nature of rewards and punishments.

The typical punishment is frustration—that is what leads a child to exteriorize certain objects. Two main reasons are given for this—the inadequacy of the image rendered hallucinatory by desire and the rejection of that which is painful. Moreover the object thus exteriorized represents one aspect of a painful experience: the distortion of fantasy turns it into a maleficent object impaired by aggressive avidity and dangerous.

The reward is related to the mechanisms of primary introjection of objects satisfying the child's needs—that is good objects which are merely pre-objects—by means of experiments whose aim is to incorporate these mainly though not exclusively by oral means. Primary introjection builds up a primitive nucleus of the ego so that we are justified in speaking of a primitive superego.

Discrimination between good and bad external objects is thought to be reflected in the coexistence of good and bad interiorized objects.

Our hypothesis is that moral consciousness or rather a certain very archaic form of moral consciousness constitutes the earliest stage in an infant's experience. Owing to determining factors which are at once biological and cultural the world of which the child first becomes aware is an animistic and manichaean world where the differentiation between good and bad objects is matched by the development of an elementary concept of the good me and the naughty me.

At a more advanced stage it is the initial organization of experience and the beginnings of coherent speech which make forms of identification that are easier to grasp possible and these probably develop out of the primary projections and introjections and have been effectively described from as early as the second half of the child's first year for the differentiation of roles would seem to imply a clearer distinction between the child's own body and external objects between the ego and the socius.

As long ago as 1931 Wallon pointed out that in its second and third year a child is still far from being able to distinguish with certainty between ego and socius and that this gives rise to mistakes in identification. To begin with the subject's role and temporary identity are governed by the nature of the situation—whether for instance he is the centre of the action or is looking on. At a later stage polarization at one pole of the situation is paralleled by contrasting participation at the other pole for example in jealousy where the feeling of frustration is accompanied by the need to be the one who is satisfied. For a long time the very identity of the subject or of a socius may change if the structure of the group is altered—by the birth of a younger brother for instance. The variability of a child's identifications becomes more evident once

interiorized is not the image of a socius but the experience of an interpersonal relationship. This dual personality results from the interiorization of a dual relationship—in other words from a double identification. It thus explains the subsequent displacements or transferences in which the subject may according to circumstances play either one of two parts: that of the mother for instance or that of the child; that of authority or that of obedience.

or negative positive. The concept of the interdependence of roles helps to explain this and the separate existence of the superego and the ego is the survival of a contrasting identification: the earliest and simplest example of which is the relationship between mother and child. In order to keep his mother's love and approval the child has to sacrifice some of his own wishes and behave as his mother expects: the ideal self is a compromise between childish omnipotence and the demands made by the mother—a fictitious character into which the ego projects itself by representation and action. In some cases the dual nature of this identification is clearly evidenced. I came across a man whose mother had brought him up to worship an idealized image of his father who had died soon after his birth. In order to satisfy his mother's expectations which were interiorized in his superego this man was obliged to model himself even in the most trivial details on the idealized image of his father. In abstract and depersonalized terms this means that the superego is a system of motivation while the ideal ego is a system of representation and action.

#### TRANSFERENCE OF IDENTIFICATION

Transference of identification takes place when the durable identifications acquired during the adaptation of the personality to society give rise to new interpersonal relations. Psychoanalytical transference is of the greatest value since it enables the psychologist to make a very precise analysis.

In interpersonal relationships as in the initial transference of experimental psychology the transference consists in the reproduction not of identical elements but of functional meanings which take the form of equivalent modes of behaviour and experience that are symbolical.

It illustrates better than any other phenomenon the antithesis between the ideal and the real. In this sense we find that objects are not loved for themselves but for the satisfaction they give.

It is as a protection against the unconscious that the ego identifies itself with the object.

In conclusion transference may be defined as the conversion into fact of a fantasy situation or interpersonal relationship. It is thus an error—frequently committed—to consider it merely as a projected identification by which the psychoanalyst becomes according to circumstances a father or mother substitute or as frequently occurs an additional superego. In actual fact the patient projects himself too into a personage and a role, a distorted identification of which the analyst is the object.

Avoiding any action which might involve the analyst in a situation, patient and analyst thus form an illusory couple whose existence is a fantasy. The analyst must bring this into evidence as part of his treatment.

himself

Even when an interpersonal relationship reaches the ideal stage where it

out the possibility of forerunners of the superego or that of subsequent revisions and identifications. Certain interpretations of the psychoanalytical cure are based on this latter possibility.

Psychoanalytical theory is a theoretical model: an objectivating conceptualization of conduct and experience. Id, ego and superego are systems or organizations of motivations and actions involved in a conflict in which they either oppose or unite with one another. The theory is not a phenomenological description and the systems involved should not be treated substantively and used in an anthropomorphic sense. Psychoanalytical theory thus recovers an unexpected descriptive value in that the development of the individual also tends to depersonalize and objectivate the structures of the personality. A day comes when the voice of conscience no longer sounds like the voice of the parents.

Personality structures—some of them at least and to some extent—are thus seen to originate in identifications. The ego is not a

It is suggested by a certain popular version of Freud's theory of the superego.

The question even arises in considering the nature of the id—the system of instinctual drives of somatic origin and whose fundamental urge is to find an outlet. We may indeed wonder what connexion this has with the fictitious personage of the naughty me which Sullivan contrasts with the good me in conjunction with which it sets up a kind of infantile manichaeism: a personal counterpart of educational manichaeism.

A similar question arises in regard to the superego. The superego is that part of the ego which is a moral bias. The ego itself is the function of reality, the relation between me and not me. The ego is capable of objectivation and objectivity in so far as it is not permeated by the personal identifications of the superego. But what psychoanalytic observation reveals is an ego permeated to a certain extent by the superego and by personal identifications: the cure consists chiefly in freeing the ego from these encroachments. Observation also reveals the part played in this clearance work by identification with the analyst as an autonomous and independent subject. We are thus led to the conclusion that the individual development of the ego may be assisted or even determined by a sufficiently strong identification opposed to the morally biased identifications which make up the superego.

Another question is that of the relationship between the superego and the ideal ego. The expression ideal ego was in use before that of superego and has sometimes been given the same meaning. There remains however a distinction between the two expressions though neither has been very clearly defined. Only a very few writers have tried to make this distinction clear. One thing which seems certain is that the ideal ego is a prolongation of the childish illusion of omnipotence. This is shown clearly in the personality of many criminals who though their morally biased identifications are weak or extremely primitive may possess a strongly marked ideal ego—as is demonstrated by their tendency to heroic identification. In normal or neurotic persons the two structures exist side by side and an attempt has been made to formulate them by antitheses such as unconscious-conscious

and limits the ill effects of projection. Generally speaking an effective system of verbal communication considered from the point of view of its subjective reality is one in which the differentiation and objective knowledge of the respective viewpoints depends upon the contrasting and reciprocal identification of two subjects. The technique of the inversion of roles does not bring an alien factor into the discussion but merely serves to enlarge a fundamental feature of the verbal communication.

## IDENTIFICATIONS AND VARIABLES OF PERSONALITY

Is it possible with the help of this outline of the problem of identifications to ask the question: "What are the variables in the social determination of personality?" There

is one variable, namely, the subject of identification has to be chosen. It seems surprising in view of the fact that the interest would consist in identifying the subject with the opponent factors with an animistic approach usually made in the study of a model.

The first variable is the relative strength of the tendency towards subjective identification and the capacity for objectivation. Some people have a remarkable facility for subjective identification while others constantly keep it in check by resorting to objectivation. This phenomenon particularly evident in certain types of psychoanalytical relationship is to a great extent a product of our culture. If it be true that subjective identification may have a good effect on interpersonal relationships and on communication between one person and another the psychologist may be led to the conclusion that what is required to make it work properly is a certain flexibility enabling subjective identification and objectivation to enter into play alternately. Provided certain limits are observed even projection may play a prospective part in the adaptation to another person and the grasp of reality.

2 Not all persons who identify themselves do so in the same way. In some cases there may be a combination of autoplasmic and alloplasmic identification while in other cases one or the other will predominate.

3 A third measurement is provided by the tendency towards alienatory identification—the naive tendency to project the ego onto interchangeable persons. At the other extreme there are people who are perpetually striving to escape from any form of identification as they seem to fear they will lose themselves in it or fall into the clutches of some other person.

It is no doubt modify and supplement these views. I will be able to also acknowledge the hand of people and vice versa the course of her relationship and

is as it were cleansed of all transference turbidity can it safely be said that identification plays no further part in it?

#### CURRENT IDENTIFICATIONS

In social life the establishment of —  
the transference of  
the socius this is  
rel —

■  
b — — — — —  
disregarding the correlative autoplasmic identifications. However this may be the occurrence of transference identifications does not prove that an interpersonal relationship can be attributed entirely to previous identifications. We must therefore ask ourselves what it is that restricts or completes the transference of previous identifications and two possibilities may here be considered.

The first possibility is that a transference identification may be restricted by the development and exercise of the capacity for objectivation with awareness of the danger of any alloplastic identification. The most significant example of this is offered by the development of objective knowledge though knowledge is not the only department of social life in which such attitudes may develop. For these too are personal attitudes objectivation is inseparable from the assumption of a certain role that of a scientist for instance and the adoption of this role introduces the subject to all intents and purposes into the ideal society of scientists.

The second possibility is that the development of the capacity for objectivation may not destroy the possibilities of subjective alloplastic or autoplasmic identification—that these latter may remain living and active and that the occurrence and scope of identifications by transference may be restricted by new current identifications. We may then ask whether an interpersonal relationship even in its most refined and austere form the reaction of one mind or subject to another can exist without intersubjective identifications. Let us consider from this point of view the process of verbal communication.

Projection is usually regarded as the chief danger threatening the establishment of adequate and objective communication and the theory of mentalities developed by Lévy Bruhl, Ch. Blondel and Piaget marks the — — — — —  
y the shrewd psychologist tries to imagine  
is and not as it might be. But in what  
bated? The development of the capacity

for objectivation by setting up a knowledge relationship in place of an existence relationship would appear to offer an approximate solution at least in the field of natural science. Is this true of the branches of science relating to man—in so far as investigation in that field can be completely dissociated from every type of interpersonal relationship? Here it seems to me a radical objectivation is an obstacle to objectivity. The more doubtful the success of the communication the greater the effort which must be made by those who are trying to establish it to clarify their respective systems of reference and the specific methods of their intersubjectivity. This effort may be described as a mental experiment in which a restricted alloplastic identification controls

## B PERSONAL CONTACT AND CHANGE IN ATTITUDES

Affects of international contact on attitudes are very recent—a sequel to  
a group of persons. As these studies are at  
—stages—con  
terminations  
are produced

—studies—experience is more than  
scaled process of  
turn. Two of  
this adjustment  
is still, and by  
was on American  
concerned with the

Effect of contacts between

### ADJUSTMENT IN A FOREIGN SOCIETY NORWEGIAN FULBRIGHT GRANTEES VISITING THE UNITED STATES

SVERRE LYSGAARD

This report is based on interviews with 200 Norwegians who had spent  
some time in the United States. All had received Fulbright travel grants to  
go to America and they represented nearly 100 per cent of all Norwegian  
Fulbright travel grantees who had by March 1953 returned to Norway after  
a stay in America.

These persons were from less than 20 to more than 60 years of age (average  
34) and both men and women (about three times as

they went to American universities and stayed  
stay in America last of from less than three months to more than three years  
the average stay being about a year.

We interviewed these people on the average for about an hour and a half  
as to their original reasons for going to America, their adjustment to and

This study was carried out by the Institute for Social Research, Oslo, Norway and was sponsored by the United  
States Educational Foundation in Norway.



## CONCLUSIONS

I have ignored many aspects of the problem of identifications. I think however I have made it clear that the development of Western culture and the development of the personality lie in the direction of objectivation. We consequently tend to underestimate the part played by identification as a fundamental process by which man comes to resemble man. The individual in the most literal sense of the word doomed to identification.

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(Translated from the French)

5 Did they like it in America that is did they have a good time there?  
Again positive association exists between all these items those who achieve good adjustment in respect of one of them also tend to do so in respect of the others

We have thus observed that adjustment within the personal social area as well as within the professional educational area is generalized from one item to the other

Within each of these broad areas of adjustment some items appear to be dominant in the pattern of generalization Thus in the professional educational area the largest association coefficients exist in reference to

whether or not one found the institution so satisfactory

one item was clearly dominant in the area referring to the ease with which one could get really personal contact with Americans

If we now relate items from the one area to items of the other we find that strong association also exists between items from different areas In general however these associations are not so pronounced as were those within each of the two areas Generalization to items of the other area is most marked in reference to those same items that were dominant within their own area Thus item 3 in the personal-social area ease of getting really personal contact

related to all items of professional area  
contact were more  
education they  
kinds of work and  
were satisfied with  
they would without

Similarly item 5 of the professional-educational area ease of getting really personal contact  
benefits of the stay—is associated more markedly than the other items in this area with all items of the personal-social area

same area (professional-educational or personal social) but that it also exists between items of different areas even though the tendency is more marked for some items than for others

What does this generalization tendency mean? How should all this be interpreted A number of possible explanations suggest themselves

All of these association coefficients are statistically significant at the 5 per cent level of confidence or better  
At the 5 per cent level of confidence or better  
In no instance the association is significant at the 1 per cent level, in all other cases, at the 5 per cent level  
The data show that we have been interested in relationships between adjustment responses and not in the general success of adjustment to American life among Norwegian Fulbright grantees I might have mentioned, however that adjustment seems to have been easy and unproblematic for most of these grantees. In fact the responses were times so unambiguously favourable that it is difficult to find less than perfect adjustment categories in which frequencies sufficient for statistical treatment.

satisfaction with different aspects of their situations there their opinions on America and Americans their readjustment on return etc

No attempt will be made here to review this material in its entirety I shall concentrate on one matter adjustment in the foreign society More precisely the data will be discussed from two points of view the relationship between adjustment in different areas adjustment as a process over time

#### THE RELATIONSHIP BETWEEN ADJUSTMENT IN DIFFERENT AREAS

A chief part of our interview was concerned with problems of adjustment during the stay in the United States<sup>1</sup> We asked questions about adjustment in reference to professional educational matters as well as in reference to personal social matters

Thus on the professional educational side we probed the grantees for information on the following items

- 1 Did they receive proper credits for their previous education that is did they get the academic status they deserved according to the qualifications they had when they got to America?
- 2 Did they like American methods of work and education?
- 3 Were the American teachers and scientists with whom they had contact qualified to give them the assistance they had hoped for?
- 4 Did they find the institution at which they worked so satisfactory that they would have returned to that same place if they could do the trip over again that is would they have wanted to go to that place if they had known in advance what they now know after having been there?
- 5 Were they satisfied with the professional-educational benefit of the stay?

While these questions certainly point to matters that are logically separate we find that those who had experienced good adjustment in respect of one of these matters also tended to give evidence of good adjustment in the others Thus a generalization takes place from one to the other of the items of professional educational adjustment

That the generalization takes place from one to the other of the items of professional educational adjustment

me  
1  
Americans?

- 2 Were they accepted among Americans by behaving the way they were used to or did they have to change their ways in order to be accepted?
- 3 Did they find it easy to get really personal contact with Americans?
- 4 Did they think that it was easy for Norwegian students in general to adjust to American manners and morals?

1. Adjustment in the United States: any precise way the concept is so convenient reference to the respondents' report of their feelings of satisfaction with different aspects of the stay.  
2. All sociological coefficients between the above five items were positive and all were statistically significant at the 5 per cent level for a one-tailed test (except on which was significant at the 10 per cent level).



We do not think that the generalization is due to any peculiarities of the various American situations in which the different Fulbright grantees found themselves. Nothing in our data indicates broad situational differences as regards the relative difficulty of adjusting to these situations.

It is also quite evident that the generalization may not be due to any simple overlapping of the questions used. Thus there is no reason why, for example, those who find it easy to get really personal contact with Americans should also be more likely to say they had received proper credits for their previous education.

A more serious possibility is that our measures of adjustment really do not refer to adjustment at all—what we have called adjustment responses may perhaps largely reflect some personality trait (or at least verbal habit) in the respondents manifesting itself in a general tendency to express good adjustment or bad adjustment irrespective of the concrete experiences to which the different adjustment questions refer. We cannot rule out this possibility altogether. If such a tendency is at work, however, we should not expect it to operate with uniform strength in respect of all the different items here considered. We should expect it to manifest itself more clearly in respect of the more general and vague questions and less clearly in respect of the more specific and concrete questions. Judging from the content of the responses and from the very logic of the questions, it would seem that the question whether or not one received proper credits for one's Norwegian education does elicit responses that are in fact based on concrete experiences during the stay in America. This particular item, however, shows no less clear association with other items than do most of the other more general items. There is thus some reason to believe that the responses are in general based on concrete experiences and that there is something in these concrete experiences that may account for the generalization tendency noted above.

To test the specific possibility that adjustment may largely reflect the respondent's general like or dislike for Americans, we have related the adjustment responses to a stereotype index running from very favourable to very unfavourable stereotypes about the typical American. No significant relationships were found.

We have thus far suggested that the reason for the generalization tendency is not to be found solely in certain peculiarities in the American situations, nor is the reason to be found solely in certain peculiarities in the persons whose adjustment we were asking for. The generalization then seems to be due to characteristics of the person in the situation, that is, to the way in which the person does indeed adjust to the situation.

We cannot refute for certain the possibility that it is really not adjustment that is generalized, but the memory or perception of this adjustment. One may not remember, or perhaps one did not at the time perceive failures in one instance if success was achieved in some others. There may be a tendency to register only the good things. Or if certain failures were especially prominent, one may have forgotten, or one did not even at the time perceive successes that one really had in other instances.

It may be, however, that the generalization tendency points to more substantial features of the adjustment process: success in one respect may increase one's general feeling of security in the foreign milieu and make one better prepared to engage successfully in other respects, as well, or failures in one respect may make one less prepared to engage successfully in other respects.

problems encountered in the loneliness stage. They make friends they get more satisfaction out of social life—they become integrated into some social group and they feel more like regular members of the community.

To summarize then we have made two main points in this paper. First we noted the tendency for adjustment to be general rather than specific that is one tends to adjust equally well or equally badly with respect to all the different items of adjustment considered here. We discussed and discarded some possible explanations of this generalization pattern and suggested at the end of this discussion that the adjustment process may be interpreted according to the principle of cumulation.

Second we observed that adjustment as a process over time seems to follow a U shaped curve adjustment is felt to be easy and successful to begin with then follows a crisis in which one feels less well adjusted somewhat lonely and unhappy finally one begins to feel better adjusted again becoming more integrated into the foreign community. Or to put it differently we suggested that adjustment as a process as time operates at increasingly more intimate levels of contact with the community visited. The need for more intimate contact, however makes itself felt before one is able to achieve such contact and for some time therefore one may feel lonely and maladjusted.

## SOME FACTORS WHICH INFLUENCE THE ATTITUDINAL OUTCOMES OF PERSONAL CONTACT

STUART W. COOK and CLAIRE SELTZ

During the last two or three decades a great deal of research has been carried on in the United States in the field of intergroup relations. Many of these studies have focused on the effects of personal contact between members of different groups. Until quite recently most such studies were concerned with individuals and groups who were citizens or at any rate permanent residents of the country. Interest in situations where the contact is between citizens of different countries is more recent. A number of studies of the effects of cross-cultural contact—usually in the setting of visits to the United States by nationals of other countries—are now under way but relatively few such studies have been completed and published.

Obviously the findings with regard to the one type of contact may be relevant for the other. The purpose of this paper is first to examine the studies of contact between ethnic groups within the United States and

abstract a number of variables which seem to be important in determining the contact situations and their outcomes. Secondly in discussing possible implications for the understanding of cross-cultural contact I shall be

In the introductory stage one's energy is gratifyingly spent in registering available facilities for work and pleasure in observing American living and leisure.

One is gratified by the adventure of being abroad seeing new things. One is impressed by the material facilities available and pleased with the apparent ease with which contacts are made in America.

During the introductory stage social contacts are still somewhat accidental superficial and segmental concerned with specific and limited situations which do not involve the total personality. One is not yet deeply involved in any special friendship group.

After some time however the adventurous pleasures of the introductory stage lose their appeal and a need makes itself felt for more intimate personal contact and integration into groups. It may not be so easy to satisfy this new need right away. The busy study programme may disturb that restful and relaxed attitude which to some extent is required for personal involvement with friends. The grantees may be somewhat reserved and hesitant as to such personal involvement in the still only superficially known milieu and it may also be that American social life does not provide the grantees with such opportunities for personal involvement as they immediately know how to utilize. Furthermore most grantees would not have the opportunity to see people in their homes under relaxed circumstances. Social life will have to take place in crowded student rooms in cars in restaurants.<sup>1</sup>

Consequently the need for personal involvement in friendship groups is not satisfied and a feeling of loneliness may develop. They may feel somewhat out of place and tend to blame the society they visit for this unhappy state of affairs. It is difficult they say to achieve really personal contact with Americans. They would not like to settle down in the United States. They feel different and superior to Americans etc.

In this context should also be considered the language problem. To begin with the grantees may receive a great deal of satisfaction from their success in merely being understood by Americans in accidental and superficial situations. When more profound personal involvement is desired quite new demands will be placed on the language proficiency. Grantees who in the introductory stage thought that they had really no language problem may now find that their knowledge of American does not at all satisfy their new needs for more intimate conversation.<sup>2</sup> This of course tends to exaggerate the feeling of loneliness in this adjustment stage.<sup>3</sup>

After some time most of the grantees may learn to overcome the adjustment

<sup>1</sup> The present position of the grantee in the United States is a complex one. It is a situation which is highly personal and which is highly dependent on the individual's personality and on the social situation in which he finds himself. The grantee may find that the social life in the United States is not as relaxed as he had hoped. He may find that the social life is crowded and that he is not able to achieve the personal contact which he desires. This may lead to a feeling of loneliness and to a desire to settle down in the United States. However, the grantee may also find that the social life in the United States is very different from what he had expected. He may find that the social life is very relaxed and that he is able to achieve the personal contact which he desires. This may lead to a feeling of satisfaction and to a desire to settle down in the United States.

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To summarize then, we have made two main points in this paper. First, we noted the tendency for adjustment to be general rather than specific; that is, one tends to adjust equally well or equally badly with respect to all the different items of adjustment considered here. We discussed and discarded some possible explanations of this generalization pattern and suggested at the end of this discussion that the adjustment process may be interpreted in terms of the principle of cumulative process over time.

that adjustment as a process over time seems to follow levels of contact with the community visited. The more contact, however, makes itself felt before one is able to achieve such contact and for some time thereafter one may feel lonely and maladjusted.

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STUART W. COOK and CLAIRE SELTZ

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of the country. Interest in situations where the contact is of different sorts is more recent. A number of studies of the effects of cross-cultural contact—usually in the setting of visits to the United States by nationals of other countries—are now under way, but relatively few such studies have been completed and published.

Obviously the findings with regard to the one type of contact may be relevant for the other. The purpose of this paper is first to examine the studies of contact between ethnic groups within the United States and

so much with these findings about the effects of contact as with an attempt to abstract a number of variables which seem basic to an understanding of contact situations and their outcomes. Similarly in discussing possible implications of the understanding of cross-cultural contact I shall be



concerned with trying to identify characteristics which may be common to the two types of contact and characteristics in which they may differ rather than with any attempt to make general predictions about outcomes

#### STUDIES OF CONTACT BETWEEN ETHNIC GROUPS WITHIN THE UNITED STATES

Of the more than thirty studies on which my remarks are based at least three have reported no significant differences in attitude

... led to favourable attitude changes others to unfavourable changes or that contact resulted in favourable changes on the part of some individuals in no change on the part of others and in unfavourable changes for still others or that contact led to changes in some dimensions of attitude or behaviour but not in others Less systematic observations of practical experience have led to the same range of conclusions plus still another—that contact may lead to generally unfavourable attitudes and even to actual violence

Closer examination of these studies reveals that contact has been used as the label for a multitude of different situations and experiences In some studies the contact whose results were investigated has been a very brief trip in others it had been a month's stay in camp in still others friendship of perhaps many years duration In some studies the contact took place in a recreation group in others within a work situation in still others within the residential neighbourhood Some studies had children as subjects others adults Some dealt with college students some with factory workers And there have been almost as many different measure of effect as there have been studies

Clearly the various studies are not all providing answers to a single general question—What are the effects of intergroup contact on intergroup attitudes?—but to a number of much more specific questions In order to understand the findings of any given study it becomes necessary to identify the specific question investigated When eventually we combine the answers to the more specific questions we shall be answering a general question which runs more like the following What kinds of contact under what conditions have what effects on what aspects of intergroup attitudes?

Identification of the specific questions which different studies have asked requires that the variables involved in the problem be specified While we are not able to do this with any degree of completeness we are able to describe a number of variables which—on the basis of existing studies and analysis—seem likely to be of considerable importance.

First though one must raise the question What is contact? Some investigators have considered physical proximity of two groups—living in the same neighbourhood for example or attending the same camp as intergroup contact Others have used contact to refer more specifically to the personal association taking place under such circumstances It seems desirable to distinguish between the setting or situation which provides the opportunity for interaction and the interaction which may (but does not necessarily) take place in the situation We shall speak of the contact situation when we have the former meaning and shall use contact to refer to the interaction itself This interaction may cover a wide range of behaviours from observation of

members of the other group without any communication to prolonged intimate association

I shall organize my analysis of the variables which seem to be involved in the relation between intergroup contact and intergroup attitudes in three categories: first characteristics of the contact situation, second characteristics of the individuals who are in contact, and third the attitudinal and behavioural interaction which

## CHARACTERISTICS OF THE CONTACT SITUATION

Adequate description of a contact situation seems to require specification of at least the following characteristics: its extent in time, the potential it offers for the participants getting to know one another, its implications as to the social acceptance by each individual of other persons participating in the situation, the extent to which the nature of the situation requires interdependence or independence, or permits either, the relative status of members of the different ethnic groups represented in the contact situation, and the norm within each ethnic group with respect to attitudes and behaviour toward the other group.

Given the limitations of time I cannot explain in detail what I mean by

group contact. A number of investigators in the field of interaction which they have referred to loosely as its 'quality' or its 'intimacy'. All such studies have found a clear relation between quality of contact and intergroup attitude—the greater the intimacy of the contact, the more favourable the intergroup attitude. But it is impossible to predict in advance—either for purposes of research or of social action—what contacts are going to be intimate. For either purpose it seems to me we need to be able to identify characteristics of the contact situation which are likely to be related to the intimacy of the interaction which actually takes place. Acquaintance, potential, and social acceptance implication seem to be two such variables

an elevator operator, for example, twice a day for years without communicating about anything other than the weather. Many contacts between members of different ethnic groups in the United States have this character: they are

may take place and individuality emerge

Two situations which are equivalent in acquaintance potential may differ considerably on a second variable which for want of a better name we have called social acceptance implication. By this variable I mean the extent to which participation in a given situation with another individual implies that one is willing to accept him as a social equal and a friend. For example, inviting someone to a party implies that you consider him an equal and that you accept him as a friend. Thus two people meeting on the street may carry on a conversation covering a wide range of topics, but the identical conversation carried on in the home of one of them would represent a situation with greater social acceptance implications.

The degree to which a situation implies social acceptance is a matter of cultural definition. In general, it seems that situations which are culturally defined as indicating social acceptance are those in which the individual exercises some choice as to the other participants and in which admitting another individual implies that one is willing to accept him as a participant in one's relatively private life.

Frequently social status is an important determinant of whether an individual is admitted into these relatively private situations with other given individuals. To the extent that this is the case, an indication of the degree to which an activity is defined as indicating social acceptance is provided by the strength of the tendency in the culture under study to restrict one's participation in that activity to situations in which the other participants are of equal or superior social status. For example, eating together implies greater social acceptance than working together; the strength of the tendency in our culture to restrict participation in the former activity is greater than it is in the latter.

#### CHARACTERISTICS OF THE INDIVIDUALS WHO ARE IN CONTACT

The next group of variables which again I shall have time only to name concern characteristics of the individuals in the contact situation. These are of interest from two quite different points of view. First, each group constitutes for the other part of the contact situation, from this point of view, its members may be regarded as objects. Second, each group may be looked at as individuals who may show attitude change as a result of the contact experience—that is, as subjects.

Presumably a number of personal characteristics of the object individuals will influence the course and outcomes of the contact experience. With specific reference to the inter-ethnic character of the contact, however, two aspects seem likely to be of particular importance: the extent to which the individuals differ from commonly held unfavourable stereotypes about the object group, and the extent to which they resemble the subject individuals in background characteristics, interests, etc.

When we consider the individuals in the contact situation as subjects, different characteristics are of interest. Focusing now upon the attitude changes they undergo, we would like to know why some change more and others less, some in one direction, others in another. Here also two types of characteristics may be thought of as especially likely to influence reaction to inter-group contact: the nature and intensity of initial attitudes toward



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The International Social Science Bulletin is a quarterly publication appearing in two separate editions - English and French - each issue running to about 200 pages. Its contributors are specialists of renown, from all countries, who are asked to prepare a series of articles on the subject of scientific interest chosen for each issue. In treating these subjects, an attempt is made to bring out the interdisciplinary and international character of social problems and the social aspect of life at the present time.

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Dear Sir

I am sending you herewith a few specimen issues of the International Social Science Bulletin published by UNESCO

The aim of this Bulletin is to develop international cooperation and during the past six years it has endeavored to do tribute to the study of major problems in social



the object group and aspects of personality or character structure which may predispose one to his reactions to members of outgroups

#### THE DIRECTION IN WHICH CHANGES HAVE BEEN LOOKED FOR

Now as to the final category of variables—those which constitute the dimensions of intergroup attitude. Here we find one of the major difficulties blocking the effort to draw systematic conclusions from studies of intergroup contact. Different investigators even in the rare instances in which they have dealt with similar independent variables have employed different criteria in assessing attitudes. Some have focused primarily on the acceptance of stereotypes about a group, others have formulated their measures primarily in terms of stated willingness to associate with members of the group in various situations, still others have tapped opinions as to the proper treatment of the group.

However, one can by examination of the measuring instruments used identify the following familiar components: first, beliefs with regard to the characteristics of the members of a given ethnic group or with regard to the probable future course of intergroup relations; second, feelings with regard to the group and more specifically with regard to associating with members of it in various situations; and third, policy orientation toward the group that is opinion as to the appropriate treatment of the group. A fourth criterion used is behavioural—it consists of observed actions in relation to members of the group under consideration.

Another dimension which cuts across each of these is the specificity or generality of the attitude or behaviour. Each measure may apply only to the specific individuals in the contact situation, or to their ethnic group as a whole, or to still other ethnic groups, to situations of the same type as that in which the contact has taken place, or to other situations as well.

Specification of the dimensions of attitude which are measured and on which change is—or is not—found is necessary of course if we are to sharpen our understanding of what happens as a result of intergroup contact. What we must have eventually is a more or less standard battery of attitudinal variables until we do we shall never know how much of our confusion is due to our present practice of predicting diverse criteria in different studies.

Despite the diversity of measures if we group the studies in terms of the criteria on variables employed we find some rather striking consistencies of results particularly in view of the variety of situations studied. For example, specificity generally. Almost without exception, investigators who have used measures specific to the particular individuals in the contact situation or measures referring to other contact situations of the same type have found favourable change associated with contact and this was true whether they worked with beliefs, feelings, or policy orientation.

Beliefs, feelings and policy orientations. In addition many investigators have found favourable change in beliefs—but changes limited to beliefs—even about an entire ethnic group. The suggestion is that the cognitive aspects of attitude are the most easily changed. Whether cognitive changes themselves ultimately lead to changes in other dimensions is not clear.

Generalised feelings and policy orientations. On the other hand those who have used measures of feeling or policy orientation not specifically related to



the situation in which contact occurred—that is feelings with regard to an ethnic group as a whole rather than the specific members represented in contact situation feelings about group in other situations or attitudes used such measures have reported quite diverse results. Investigators who have of the findings

are influenced by high acquaintance favouring friendly relations between the two groups—and that even under such circumstances change is not very likely to be generalized to ethnic groups other than those represented in the contact situation

*Behaviour* Those investigators who have included observation of behaviour among their measures have at first glance arrived at contradictory conclusions. Some have found greater changes in behaviour than in attitudes others have reported marked changes in behaviour and little change in attitude. The conclusion that behaviour is more strongly influenced than are attitudes by social pressures in the immediate environment

#### SOME IMPLICATIONS FOR STUDY OF CROSS-CULTURAL CONTACT

It is clear from the foregoing that research on contact between ethnic groups within the United States is in a relatively early stage of refining the questions asked. At the moment only a few relationships between variation in specified dimensions of the contact situation and variation along specified dimensions of outcome can be stated with any degree of confidence.

Are we justified in assuming that even these relationships would hold also for instances of cross-cultural contact? Or even that the same variables are relevant? Even a brief consideration of some of the differences which may exist between intergroup contact within a country and contact between individuals of different countries must make us cautious. These differences would seem to be of two major sorts: differences in positions on various dimensions which typically characterize contact situations of the two sorts; differences in the extent to which factors other than those directly related to the contact situation must be taken into account as possible determinants of attitude change.

First, the contact situation and on variables descriptive of the individuals in the situation. Settings which appear to be the same may in fact differ on such variables as acquaintance potential. Take for example, the situation of living as neighbours. In the United States except in the largest cities this is a situation high in acquaintance potential: greetings between neighbours who pass on the street may rather quickly expand into extended conversations and then into home visiting. However in cultures where there is greater emphasis on formality in personal relationships or where social life is largely restricted to the family, residential proximity may

of communication. For this reason  
 individuals concerned must be able to communicate with each other  
 1) speak a common language  
 2) speak a common language  
 kinds of topics about which  
 than the United States this is

language barriers however

of the situation itself as the sole indicator of acquaintance potential

There may be differences also in characteristics typical of individuals in the contact situation. In situations of intergroup contact which have been studied within the United States members of at least one of the groups generally enter the situation with fairly well structured negative stereotypes about the other group. Typically these stereotypes are not accurate representations of the group thus individuals of the object group in the contact situation

more similar to oneself individuals are  
 may also occur in cross-cultural contact (Dr James for example is going to describe a situation in which it does hold to a considerable extent) but it may not. It may happen that neither party comes with any clear initial

struck by differences in behaviour and in  
 each circumstances might  
 of what is assumed in  
 the United States  
 contact and intergroup  
 contact within a country has to do with the influence of the broader context of which the contact situation is only one element. Within the United States

to the other contemporaneous experiences of members of the target group the general cultural setting can be assumed to be well known to both groups the situation the only major new

For him personal associations are but one part of a total new experience. He is eating new food reading unfamiliar journals speaking a more or less strange language observing different ways of doing things having countless casual contacts with storekeepers taxi drivers policemen—as well as with the individuals in the particular situation we may hopefully believe we are studying. These other aspects of the culture may be equally as strong determinants of attitudes as his more intimate personal associations. Just as the study of cross-cultural contact requires broadening the range of determinants of attitude change which are considered so too it requires

broadening the range of objects of attitudes toward an ethnic group—whether beliefs essentially attitudes toward individuals example Negroes as an ethnic group dual Negroes in the country there is no over all organization engaged in distinctive activities But in the cross-cultural situation there are not only individuals but characteristics of the culture which are in some sense independent of individuals and activities of the nation which are distinct from those of individuals Thus for instance one may like individual Americans but dislike specific aspects of American culture One may even like Americans and life in the United States and still be opposed to United States foreign policy.

Granted that there are important differences between the two types of contact nevertheless there are also evident similarities Are the differences such as to make the variables identified in the studies of American intergroup contact irrelevant? My guess would be no It seems to me their probable effect is to introduce additional considerations which affect the likelihood that a given type of contact situation will lead to attitude change when the participants are members of different countries If the findings from the one type of contact are at all generalizable to the other however this may mean simply that in many cases the values of a number of variables need to be more positive in cross-cultural contacts than in intergroup contact within a single country in order to bring about attitude change

This suggests that the most fruitful place to study the process of cross cultural contact would be in situations high on the variables which seem to be important in domestic intergroup contact that is in situations which are high in acquaintance potential and in social acceptance implication where members of the two groups have equal status within the contact situation and are characterized by similarity of interests and of certain background characteristics such as age or occupation where the social norms are clearly favourable to association between the two groups and where the circumstances of the contact favour co-operation or at least do not introduce competition or conflict Such settings can be found for example in educational institutions in summer work camps in communities whose residents are members of the staff of international organizations such as SHAPE village near Paris

A number of such studies have of course already been carried out A group of four more is due to get under way next autumn under the sponsorship of the Social Science Research Council Centring on foreign students in American colleges and universities these studies will consider such questions as the effect of size of the institution and living arrangements on the extent of personal contact between foreign and native students the effect on attitudes of variations in contact the influence of relative national status and the effect of differences in cultural values Together these studies should throw a good deal of light on the question of applicability of concepts from one type of contact to the other

# SOME SPECIAL PROBLEMS OF LEARNING AND TEACHING PROCESS IN CROSS CULTURAL EDUCATION<sup>1</sup>

RONALD LIPPITT and JEANNE WATSON

study of a small

in three separate groups

group stayed 12 months the second and third groups were  
States for six months The visitors for the most part were professional personnel  
and government workers They had no regular university classroom  
programme but a special seminar was held for them in American life and  
government with the programme co-ordinators from the political science  
department Most of them visited certain classes made a variety of field  
trips and spent one or two months as a intern in an agency or an  
institution

The research programme was conducted on a voluntary basis after discus-  
sions with all the visitors about the purpose of the research the confidential  
nature of the data and the services which would be rendered by reporting  
various types of information The main instrument was a structured interview  
The first interview was held soon after arrival and took about four hours in  
two sessions A second interview was held at the time of departure and a  
third was conducted in Germany about eight months after return

visitors made ob-  
servations about the  
national relations democracy the individual and social change  
relationships of the person with his home culture ideas about family life  
sex roles peer relations and relations to authority and also about frustrations  
in the States and after return to Germany  
some data  
were missing

from 12 the subjects gave statistical  
data on five problems of learning

and in determining whether use  
of problems are

- 1 Achieving personal security and self-esteem in relation to the host culture and its representatives
- 2 Ambivalence about responsibility authority and autonomy in the activities of the educational programme
- 3 Transforming differences between the home culture and the host culture into learning experiences rather than alienation and withdrawal experiences

<sup>1</sup> Extracted from an unpublished manuscript, *Learning with Lippitt* by the same authors.

- 4 Maintaining appropriate cognitive and emotional relationship with the home country while in the host country
- 5 Maintaining and using new learnings in the home country after return

#### ACHIEVING PERSONAL SECURITY AND SELF ESTEEM

##### *Observations about the Visitors*

The visitors arrived with a preconception as to the inferior national status of their country in relation to the United States and therefore with expectations of being looked down on and thus of needing to defend. This problem of the need to enhance the status of their own country was made more difficult by personal observation and acknowledgement of many points of superiority in the host country. These feelings of envy threatened the feelings of loyalty to the home country and intensified the need to glorify the home country and to criticize the host country.

But at the same time there was strong need to find a friendly warm host figure who would be a good guide in meeting the many strange situations and finding physical and social satisfactions. The stranger needs to get information from friendly hosts about whether his behaviour is appropriate and successful. But low self-esteem and expectations of hostility inhibit seeking such information. The behaviour of the American hosts was surprising in its lack of hostility toward them and their country. This was a relief. But the hosts always seemed too busy with their own affairs to give them the attention and audience they really needed. And the hosts lacked the warmth to make them really at home—friendliness never seemed to develop into the intimate support they sought.

##### *Observations about the Hosts*

The hosts were puzzled then challenged to find so much critical hostility where they had expected gratitude and appreciation. To cover up the feelings of counter hostility which developed they worked even harder at being sure that all living arrangements and other administrative details were taken care of and tried to give the visitors more freedom in the programme of activities. As good hosts they were polite to strangers especially ones they did not understand very well and so of course withheld many suggestions which would have been helpful in guiding the behaviour of the stranger. The hosts found it hard to clarify for themselves or the visitors the different situations calling for role relations of host to guest, American to German, friend to friend, teacher to learner. The hosts did discover a variety of ways of being more helpful during this early difficult period. The most important one was to acquire better diagnostic information about the situation of the visitor so that it could be the basis for establishing

## AMBIVALENCE ABOUT RESPONSIBILITY AUTHORITY AND AUTONOMY

Participation in an educational experience requires a seeking for learning and acceptance of certain other persons (authors or informants or teachers) as sources of influence on oneself. In the cross-cultural situation the sources of influence are of course primarily members of the host culture.

*Observations about the Visitors*

The visitors found themselves in an educational situation where the teacher did some lecturing but put much emphasis on discussions among the members of the group. The content of the lectures and discussions dealt with politics, the community and the family in the United States. Also the group was expected to make a great many decisions about field trips and other programme activities. The sentence completion tests showed that the visitors even in their own country had many conflicts about the acceptance and rejection of authority and responsibility. It was even more difficult in this situation where, as national representatives they were compelled to demonstrate at least equality of national status but at the same time they were expected by high authorities to learn important things and take them back to their own country to help it, and to improve their personal status. At one moment the group would demand that the teacher spend more time in authoritative lecturing but at the next moment they would demonstrate the need to disagree with everything he said. One thing was seen in the observation of the discussions which came up in many other places in our data. The members of the group did not know how to listen to each other or to accept ideas from each other. To accept somebody else's idea was to be defeated and to be a conformist. When the group was asked to make group decisions about where to go on an educational field trip the difficulty became very clear. Freedom meant individualism and non-interference from others; responsibility meant responsibility to oneself not to be a conformist by giving up one's rights. So in relation to both the peer group and the teacher there was the same problem. There were only two alternatives namely being completely submissive or being dominant and independent. The idea of inter-dependence and mutuality of influence and responsibility was lacking.

*Observations about the Hosts*

The American programme co-ordinators had the idea that the visitors  
 reject on of the opportunity to make decisions. This seemed to the hosts

It was hard for the host to see these things as problems of cross-cultural dynamics rather than as an attack on him and his programme.

## TRANSFORMING CROSS-CULTURAL DIFFERENCES INTO LEARNING EXPERIENCES

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lea situation A third problem for the visitor is that he has to react to many perceptions of difference between the values and behaviour of his home country and the host country

*Observations about the Visitors*

We can report four different types of reactions to perceived differences between the two countries

First there were a variety of expected differences which had been pre-evaluated and where reality or selective perception confirmed and maintained the pre-existing judgments For example at the beginning of the trip the visitors expressed negative judgments about the United States as materialistic and uncultured and about Americans as superficial Essentially the same responses were given at the end of the visit and after returning home One might expect that these negative attitudes would generalize to block other areas of possible learning But this was not the case

The second reaction to culture differences was a rather open minded exploration of differences followed by a reaction of the way they do it is good but it would never work with us For example the visitors were impressed by the amount of participation of the average citizen in civic affairs and the amount of co-operative action but they felt sure this would not work among the more isolated and competitive citizenry at home

A third reaction was a positive acceptance of certain American behaviour pattern and

especially  
of this wa  
education  
child more

The fourth reaction was to become more cosmopolitan or international as a result of the perspective of seeing and accepting the differences Thus

change at the end  
perspective about

this comparative perspective

As would be expected certain visitors were more open and ready to respond realistically to differences than others But all visitors showed the change impact of exposure to the differences between the two cultures with specific intentions to do certain things differently because of the visit to the host culture

*Observations about the Hosts*

The hosts tried in a variety of ways to provide opportunities to explore differences One of the most interesting was the setting up of discussion groups composed of an equal number of visitors and members of the host

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defensive about their own country because of the attacks it seemed to them were being made without any basis of information and observation. Each felt he could see many examples of selective perception where the other was shutting his eyes to various aspects of the unfamiliar situation in order to hold to certain preconceptions. It was difficult to bring up such points for discussion.

#### THE PROBLEM OF MAINTAINING ONE'S RELATIONSHIP TO THE HOME COUNTRY

Learning to adjust and become accepted in the new culture is such an overwhelming task that the relationship to back home will naturally fade to some degree. But always the fact that one will be returning before long is in the background. The manner in which back home exists psychologically for the visitor has important effects on adjustment and learning.

##### *Observations about the Visitors*

Some of the visitors kept their relationship with back home constantly alive by communication and by reacting to the learning situations in terms of the image of what would be expected of them as a representative of back home. The fear of being influenced too easily probably resulted in much more rigidity and defensiveness than would have been required to maintain the approval of fellow countrymen back home. We have already mentioned that the fellow countrymen who were with them in the programme were regarded as a reference group.

Other visitors found it easier to adjust wholeheartedly to the host culture by inhibiting any concerns about back home. There was more immediate comfort and reward in the new situation if one didn't face the conflicts of the overlapping psychological situation.

Others adjusted realistically by  
values and values  
them to the

back home situation.

Some of the visitors were without specific jobs to which they could return. This resulted in some anxiety which made the problems of cross-cultural learning more difficult to solve.

##### *Observations about the Hosts*

The co-ordinator had difficulty distinguishing between the visitors who were rejecting him (and the U.S.) and those who were conscientiously trying to test American values and procedures by asking critical questions and looking for weaknesses. He tended to encourage a critical testing of American practice but he became defensive when as often happened the first step in critical testing was a full scale attack on the programme or on the way the co-ordinator was doing his job. Similarly there was difficulty in distinguishing between personal acceptance of the co-ordinator and passive or conforming acceptance of American ideas and procedures. The hosts were in good position to help the visitors keep their back home membership salient. They did this sometimes by asking for comparisons between the



American and German situations and by asking to be informed about Germany. But they did not do this as much as they might have. We have mentioned a co-operation and the of trans of search visitor's home situation rather than in terms of which might be specifically appropriate to the

#### THE PROBLEM OF MAINTAINING AND USING THE NEW IDEAS BACK HOME

Unfortunately do not carry t of the informa visitors agreed to a continuing relationship with us which would include an interview six to eight months after they had returned home. We were indeed eager to see how things would look by then.

#### *Observations of the Visitors*

The first reaction on return home was a sense of depression. Only one person reported that his first reaction was one of being glad to be back home. This initial shock became less as time went on, but at the time of the interviews half our visitors reported that they were having problems handling their negative reactions to their social climate and interpersonal relations. Their most frequent complaints had to do with the way Germans behaved toward each other.

This was not because they were experiencing hostility and suspicion from their co-workers. At the time they left the United States many of them reported expectations that they would be met with hostility and rejection. They were pleasantly surprised. They did not experience this kind of response.

Instead they perceived a distance between themselves and other Germans because of their own personal changes. At the time of departure from the United States they had reported themselves as feeling like their fellow countrymen on a wide variety of questions of international relations, social change goals, and the role of America. But at the time of the follow up interviews they reported themselves in disagreement with their countrymen on these same questions. In spite of this feeling of distance, most of the respondents reported efforts to try to bridge the gap rather than to withdraw.

At the time of departure from the United States the visitors showed an increase in their feelings of personal power to make a contribution to social change in Germany. They had lost much of this confidence at the time of the follow up, although most of them reported new activities arising from their visit.

The visitors did not find that their trip increased their job opportunities as much as they had hoped or harmed them as much as they had feared. But although they had their old jobs or new jobs, only three of our visitors were satisfied with their jobs, and 18 out of the possible 29 were showing vague or definite interest in getting out of Germany, particularly by way of the diplomatic service.

It would seem to suggest that the cross-cultural experience had not  
 but had produced a psychological  
 in they met barriers against acting  
 and the result was pushing them  
 in role as a representative of their

in the direction of

country

One additional observation. The first group of visitors were in the host  
 country for a year, the other two groups for half a year. The data show that  
 by the end of their stay the first group had been more influenced than the  
 others and gave more evidence of having internalized American values and  
 of having made more specific plans for contributions back home. But the  
 follow-up interviews show more disillusionment and regression to original  
 of those who had the longer visit. On the other hand, many of those  
 in the six months after they

time to crystallize their new

old assumptions in a situation where they could test them against the  
 German realities. So the changes created less emotional conflict and were  
 more compatible with the home situation.

#### Observations about the Hosts

Studies of other educational situations have led us to the conclusion that  
 one of the most crucial points in the learning process is that point where the  
 learner first tries to apply his learnings to the solution of problems in life  
 situations. At this time he most needs the support of his teacher and his fellow  
 learners. The report from our follow-up interviews with the cross-cultural  
 visitors confirms this conclusion. But this educational programme did not  
 include any such responsibilities or have any mechanisms for providing  
 such support. Another study which we have made of the productivity team  
 programme of the Foreign Operations Administration indicated that the  
 team members provided each other with a great deal of psychological support  
 back home and the procedures for follow-up consultation service also helped  
 supply this need. There is a great need for additional educational inventions  
 at this point in the cross-cultural educational process.

#### CONCLUDING REMARKS

This is a very brief review of five of the crucial interaction problems which  
 were observed in the relationships of the hosts and visitors, learners and  
 presenters of the particular host country will study the role seriously  
 and with humility. Programmes of cross-cultural exchange offer great promise  
 if fully executed.

## PERSONAL CONTACT IN SCHOOL AND CHANGE IN INTERGROUP ATTITUDES

H E O JAMES

When in 1948 Dr Tenen and I began to study the attitudes of English adolescents towards foreign peoples with a survey covering 11 to 15 year olds we were greatly impressed by the importance they attached to personal contact. Many said that they couldn't be certain without personal contact—some even said that they couldn't give an opinion at all about people they hadn't met. The spontaneity with which such remarks were made—for they were made in unguided interviews and there were no questionnaires to put ideas into their heads—and the many accounts of the effects of personal contact persuaded us to concentrate our study upon the problems of personal contact as a determinant of ethnic attitudes. (The term *ethnic* is used to cover both nationality and racial origin.)

Personal contact does not always improve ethnic attitudes. That was clear enough from the interviews in our initial survey even if we had not known that feelings are sometimes bitterest when different peoples live side by side and meet daily. What decides the effect of personal contact upon ethnic attitudes?

The interview suggested that when contacts are reassuring, sociable, good tempered, friendly and enjoyable then the persons meeting tend to like and feel friendly towards each other. When they belong to different ethnic groups this liking and friendliness for a person may be extended to his ethnic group.

Conversely when meetings are disturbing, unsociable, unfriendly and unpleasant then the persons concerned tend to dislike and feel hostile towards each other. If they belong to different ethnic groups then the dislike and hostility may spread from a person to his ethnic group.

This was a hypothesis that could be tested experimentally. To do so we had to make it as probable as we could that contacts would be satisfactory. We had to find out whether in fact they were satisfactory and we had to ascertain whether the relevant attitudes improved.

We enlisted the aid of two African women teachers whose personalities command of English and teaching skill were such as to make it likely that they would get on well with their pupils and we arranged for each to be put in sole charge for a fortnight of a mixed class of 13 year-olds in a school whose social climate allowed of good relations between teachers and pupils. Twice before and twice after this fortnight the children were given unguided interviews at intervals of six weeks. During the fortnight the classes were kept under observation.

The interviews and observation of the classes led to the conclusion that relations between African teachers and English children were good. Ratings of attitudes towards Africans based on the interviews showed a statistical

children who took all four interviews the attitudes towards Africans of all but two improved during the experimental period and even these two did not

the control period 40 did not change in attitude towards the better

studies by two of my students. The Chinese after visits by a Chinese to a school class and after lessons about China and the Chinese. Khan found a similar improvement in attitudes to Indians when an Indian teacher and lessons about India and the Indians

it seemed undesirable to—if one could have been however anecdotal evidence in the interviews of the children, its truth probable

How did the change for the better come about? The children spent a fortnight with a new teacher who was both a new person and an African. Right from the start the new teacher was regarded both as a person as an representative of Africans. It is probable that ethnic group is to affect attitudes towards that group. The new teacher should overshadow the other. If the new teacher had been regarded simply as a person or simply African, attitudes to Africans would probably not have changed. In the

evidence

the

ship of a different ethnic group was kept to the fore by the novelty of the

the African overshadow the personal aspect, overemphasizing difference and attenuating the children's conviction of fundamental identity between the Africans and themselves. This was when the Africans first wore African dress.

During the fortnight the children came to like and trust the African teachers as persons. Because the African aspect of these liked persons was not minimized they revised their attitude towards Africans. Whatever in their old attitudes towards Africans was incompatible with their attitudes towards these persons was

impugned Arguments beliefs and points of view that supported the old attitudes were denied explained away or reinterpreted These well-educated and kindly persons were they felt living denials of their old belief that Africans were primitive and warlike savages And what these persons had to say about Africa and Africans they accepted and incorporated in their new attitudes

It is easy to make the mistake of treating these changes simply or mainly as matters of evidence or of point of view for in interviews changes express themselves very largely in such terms But attitudes have formidable powers of self defence Indeed anyone who studies a series of interviews concerned with ethnic attitudes soon realizes how easily what seem to be plain and straightforward facts can be disposed of by those to whom they are unwelcome Something more than new facts arguments and forces behind the old attitude must be weak behind the new There must be a redeployment of the attitudes concerned This redistribution was mediated by the developed attitude toward

On contact there is response to oneself Unlike events in books and films what happens is affected by one's own actions words and looks There is an immediate and urgent interplay between the participants The interaction is dynamic in that it

As to them personal contact is only an effective maker and undoer of attitudes but often seemed to these children the fundamental sometimes the only valid basis for ethnic attitudes In personal contact they felt that they penetrated to a person's innermost nature as they called it that they really got to know persons and through them peoples

The questions children want answered about persons are linked with powerful emotions and motives They need reassurance against their fears assurance of security and promise of friendliness sociability and enjoyment—if they can get them if they can't then at least they need to know what to expect They want to know how people will act towards them what their intentions are whether they are well or ill disposed whether they will be friendly and like them or whether they will be unfriendly and unsociable or even actively hostile And they feel that personal contact can tell them They are convinced that if a person has behaved towards them in a kind and friendly manner has appeared to like and be interested in them has willingly joined in their activities and talked with them even about herself and her affairs if they have enjoyed being with her and if she has appeared to enjoy being with them then this is the best guarantee for the future and the clearest evidence that she is well intentioned towards them and has a good nature

So much they need to know even when the newcomer is of their own kind but if she differs from them in physical appearance speech dress and way of doing things then they also need to know whether such a person differs fundamentally from themselves or whether despite appearances she is really the same as themselves If they feel that they are dealing with people like themselves then they know what to expect and can discount appearances

Hence the large number of items in the interviews concerned predominantly

that people are warm  
t eacherous nasty or not nasty  
for example  
herous or not

Hence too the abundance of items that not only reassure against fears but  
promise security and enjoyment assertions for example that people are  
soci ally kind good tempered affectionate helpful and considerate

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and lessons in  
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model and driving force for an attitude towards  
to equal it

Two features of the experiment should be noted The African teachers were  
women and this may have made contact easier and its effect upon the children  
greater Women are probably less disturbing or more reassuring to children

Children are often excepted when dislike  
ly too the reminder that Africans are  
ons ders the preponderance of men

amongst foreign visitors and troops in a country and in foreign  
roles in films and other fictions

Furthermore the bulk of teacher pupil interaction consisted of group  
experiences even when interaction was between the teacher and one or two  
pupils the rest of the class was usually present The evidence undoubtedly was much  
informal discussion amongst the children of what all or most had witnessed  
a consensus must have been reached for opinions were remarkably alike in  
essentials Certainly knowledge of group endorsement must have strengthened  
the conviction with which these opinions were held

Both favourable but not indispensable circumstances There are  
many counts in the interviews of both contacts with men and contacts with  
undergroup that effectively changed attitudes

The new attitudes that resulted from the contacts with the African teachers  
were usually stereotypes in the sense that the same description and the same  
effect an attitude were applied to all or most Africans The stage of treating

cases—a difficult task you can see

said that the new stereotypes being favourable to Africans were likely to lead  
to the seeking rather than the avoiding of contact and being not only friendly

but also free from some gross misconception before because friendlier think in sound founda of further development

Certain limitations to generalization from our experiment should be noted. The social relations and climate in both the school and the community it served were such as to allow of good relations between African and English children though they did not

condition between persons and pupils as to make good persons are culturally prescribed for the are likely to be stronger and more in our experiment. In such case insufficient to change attitudes

Furthermore the children's contacts with Africans before the experiment had been slight and few their initial attitudes were chiefly based on hearsay films and comics. It is probable that contacts are more effective in changing ethnic attitudes when previous contacts have been slight and few than when they have been many and close. But the former state of affairs is commoner than the latter in English schools.

Lastly we have been concerned

## II THE FOURTEENTH INTERNATIONAL CONGRESS OF PSYCHOLOGY

Montreal 7-12 June 1954

H. S. LANGFELD

in July 1951 that the union was adopted.

Scientific Psychology was adopted. At this same meeting the Executive Committee of the union accepted the generous invitation of the Canadian Psychological Association to hold the Fourteenth Congress in Canada with the American Psychological Association as joint sponsor. This was the first international congress of psychology to be held under the auspices of the union. Previous congresses had been initiated by the union's predecessor, the Permanent International Congress of Psychology which was founded in Paris in 1889.

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membership consisting of full members

(the last including wives of the members) was 1021. The 31 countries represented by the psychologists at the congress are shown below.

Country	Full and advisory members	Associate members
Australia	1	1
Austria	3	1
Belgium	2	1
Canada	5	1
Chile	299	35
Colombia	1	
Cuba	1	
Dominican Republic	1	1
Egypt	1	
Finland	1	
France	2	1
Germany	12	
Greece	10	1
India	1	
Israel	1	
Italy	1	
Japan	6	
Netherlands	4	
Pakistan	7	
Portugal	2	2
	1	



Country	Full and student members	Associate members
Scandinavia	15	
South Africa	4	
Spain	2	1
Switzerland	"	
United Kingdom	27	2
United States	455	97
Uruguay	2	
U S S R	5	
Venezuela	1	
Yugoslavia	1	
	877	144

Many of the foreign psychologists received financial assistance from private individuals or from scientific organizations such as Unesco and the National Science Foundation. Loans were made by the American Psychological Association and the Canadian Psychological Association.

The programme committee was concerned with the content of the convention. It was possible and desirable to select appropriate speakers. The committee realized that many of the contributors would be disappointed and that the results of some significant researches might be excluded. Nevertheless it decided that the second alternative would make for the better programme. This decision was made partly on the basis of the experience at the Stockholm conference in 1951 and on a general recommendation.

The programme consisted of six evening addresses, symposia and sessions of research papers around topics of major importance. The formal papers were followed by remarks from a selected group of discussants. There were two parallel sessions each morning and afternoon through 8-11 June and a few special sessions on topics of limited interest which were timed so as not to conflict too much with the more general sessions. 12 June was reserved for a round table conducted by Dr Otto Klineberg on The Evaluation of International Action Programmes. Films, demonstrations and commercial exhibits were also presented.

Topics for the symposia were carefully chosen to represent the most important interests in scientific psychology. Thus the clinical papers were oriented toward the implication of clinical findings rather than the description of clinical procedure. The papers on industrial psychology were concerned with the social and technological factors in productivity and the papers on individual differences in ability considered the relevancy of these differences to national policy.

Late in the spring the programme committee was informed that six Russian psychologists would like to present papers. The general principle of accepting

the Types of Activity on the

G S Kostouk of the Institute of Psychology at Kiev The Development of the Intelligence of Infants A V Zaporzhets Development of Voluntary Movements E A Asratyan of the Academy of Sciences of the U.S.S.R Switching of Conditioned reflex Activity as a Special Form of its Changeability E N Sokolov of the Department of Psychology of the University of Moscow Higher Nervous Activity and the Problem of Perception It was of interest to those present to learn that the Russian psychologists had returned to the conditioned reflex of Pavlov

On 7 Jun the congress was declared open by Professor H Piéron President of the International Union of Scientific Psychology Sir Frederic Bartlett and short addresses followed by Mgr Georges Tremblay the Hon Brooke Claxton Daniel Johnson cr Member of Quebec Dr Leon Lortie

Councillor of the City of Montreal Mr Cyril James Principal of McGill University Professor O Hobart Mowrer President of the American Psychological Association Father Noel Mailloux O.P. President of the Canadian Psychological Association Dr Otto Klineberg Representative of Unesco and Professor Piéron

The evening addresses were

E C Tolman (California) on Performance Vectors and the Unconscious (He defined a performance vector as a tendency to a specific then and then performance When several performance vectors are aroused simultaneously the final overt performance will be a result of some kind of interaction between them The interaction between performance vectors can just as well explain some behavioural facts as can the concepts of the conscious and unconscious)

E A Bott (Toronto) on Should Psychology Become an Applied Science? (There should be safeguards to ensure the applications of psychology on a sound scientific basis)

J Pialet (Geneva and Paris) on Perceptual and Cognitive (or Operational) Components in the Development of the Concept of Space in the Child (Cognition was at least as important as perception in the development of the child's grasp of the reality of Euclidean space)

Baron Albert Michotte van den Berck on Perception and Cognition (He illustrated with moving pictures some of the important work he has been doing for many years on the perception of causality and various perceptions of moving movement.)

Wilder G Penfield (McGill and Montreal Neurological Institute) on The Cortical Record of the Stream of Consciousness (Electrical stimulation of the cerebral cortex of the conscious human being may produce psychological responses The individual though conscious of his present environment

may recall memories of past experience. They are indeed more vivid and in more detail than ordinary voluntary memories. For example, when music is heard, the instruments can be identified and the concert hall or café is seen and the originally attendant emotion felt.)

The problem of instincts continues to be of great interest to

In the symposium *Experimental*

one of the most recent on animal behaviour. W. S. Verplanck was absent but submitted a paper entitled *Learned and Innate Behaviour: The Prochement of Concepts* describing

in his paper *Parental* and the *Problem of Instincts* stated that the motivation for such behaviour is to be found in peripheral physiological changes rather than central neural excitation. In *An Attempt at an Analysis of the Parental Behaviour of the Male Three-spined Stickleback*, J. J. A. van Iersel (Leyden) described the inhibitory effect of the fanning drive on the sex drive and G. P. Baerends (Groningen) in *Egg Recognition in the Herring Gull* stated that his experiments showed that spotted eggs had a higher releasing value than evenly coloured eggs and also that size was of great importance.

It is conceded that projective tests have been very helpful in clinical practice. In the symposium *Projective Technique and Psychological Theory* their contribution to theory was discussed. D. R. Miller (Michigan) in his paper *Projective Techniques as Research Tools* told of the need to design special projective methods for different theoretical problems. In her paper *Projective Techniques in their Relation to Psychoanalytic and Psychological Theory*, E. Frenkel-Brunswick (California) stated that in view of the revival of the emphasis on consciousness, projective data should be viewed not only as revelations of defence mechanisms but

as perceived or what was with the advent of projective tests and the increased value of psychoanalysis, a new impetus had been given to the study of mental content. A whole new set of relationships could be opened up between religious values, independence, training, achievement, motivation and economic development. In his paper *Ambiguity, Projective Material, Psychotherapy*, D. J. van Lennep (Utrecht) spoke of contrast themes which appear in thematic test protocols, contrasts such as work/leisure and rest/unrest. These themes which involve ambiguity are the opposite of themes whose contents have a relative certainty. Ulcer patients suppress ambiguities, homosexuals have too many ambiguities, while healthy persons have neither too many nor too few.

Electronic computers are opening up new possibilities

Electronic computers in mental testing. He drew a contrast between present methods of analysis in mental testing and what may be developed by the new computers. C. F. Wrigley (Illinois) submitted a paper *Impacts of High-speed*

and mechanical success

developed equations  
data which yielded psychological  
criteria of psychological well-being  
which have been adapted to an electronic

computer. A paper entitled Tests of Significance in Factor Analysis was submitted by C. Radhakrishna Rao (India) who was not able to be present stressing the difficulty of the computation of some of the equations in factor analysis. He hoped that high speed computers would come to the assistance of the mathematicians.

In the symposium *The Relation of the Person to his Environment* the old problem of the relations of the inner processes of the individual to the outer processes of his environment was discussed from various angles. Gardner Murphy (Menninger Foundation) in his report *The Boundaries Between the Individual and His World* described the different boundaries between the self and non-self from the distinct awareness of self to the depersonalization of self where according to the results of the psychology of India selfhood is lost. E. Brunsvik (California) in her paper *Reasoning as a Universal Behaviour* discussed the relative validity of perception, thinking and reasoning. She ended with the statement that a somewhat indirect point of agreement with *Gestalt psychology is the vindication of the more primordial cognitive function of the intellect*. R. Leeper (Oregon) stated processes between situation

type of methodology we may over rate the amount of real explaining that has been done.

A wide range of subjects was treated in the session on Recent Development in Sensory Psychology. In the paper on Luminosity Curves for Normal and Dichromatic Subjects C. H. Graham and Y. Hsia (Columbia) stated that there is the expected lowering of luminosity in the long wavelength of the spectrum for photopes and a reduction in sensitivity in the wavelength when the could not distinguish between the stimuli. In short under the conditions of the experiment the cat was found to be colour blind. R. G. Gustaf (Stockholm) reported results of experiments he did on the problem of Brain Control of the Sense Organs. He was able to excite single ganglion cells to the retina by excitation from the

Activity in the Eye H. K. Hartline (New York) concluded that in the complex vertebrate retina diverse patterns of response suitable for signalling sudden

and loudness

In the symposium *Present Status of Freudian Theory* the problem of making psychoanalysis a science was examined from the point of view of the data of psychoanalysis and from the point of view of specially devised experiments. G. Zilboorg (New York) demonstrated how Freud sought light with regard to human psychology via the first empirical syntheses of the sixteenth century. L. S. Kubie (New York) presented a paper on *Research Possibilities in Psychoanalysis* describing the research which is urgently needed in order to make an objective evaluation of therapeutic results. W. Toman (Harvard) contributed a paper *The Conceptual Structure of Freudian Theory as Related to Experimental Verification*. He contended that Freudian theory covers a wider realm of phenomena, has a greater number of followers, a larger bibliography, etc., than any other person's.

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paper Individual Differences in Ability and their Implications for National Policy in South Africa said that in order to make vocational tests universally applicable in Africa they had to be so constructed that they could be given to large groups by means of silent moving pictures V Coucheron Jarl (Oslo) in his paper Intellectual Abilities and Schooling as a Psychological and Social Issue stated that although degree of education is not the only cause of differences in test performance it is a very important factor—as is seen for example in the test scores between rural and urban boys M Yela (Madrid) gave a paper entitled Some Historical and Experimental Remarks on Selection Problems in Spain He described what is being done today in his country in regard to the problem of criteria in test performance school and industrial selection and group differences in ability A H El Koussy (Cairo) described Individual Differences and Social Reconstruction in Egypt

The symposium on Recent Advances in Conditioning was concerned with the method of conditioning in regard to the high r mental processes such as perception conceptualization anxiety and differences in personality E N Sokolov (Moscow) in his paper The Higher Nervous Activity and the Problem of Perception remarked that perception is a reflex process He therefore studied the role of the orienting reflex in human perception

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activity but to properties of the stimulus developed by specific training. M. Teplov (U.S.S.R.) in *Types of Higher Nervous Activity* developed the thesis that the nature of functioning of the large hemispheres of the brain is the basis for a theory of temperament. J. L. Lacey (Fels Research Institute) in *Conditioned Automatic Responses in the Experimental Study of Anxiety* stated that his data showed that there was unconscious anticipation of shock.

a paper entitled  
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that their fundamental task is to study the form and nature of the properties of the mental processes of man

The general theme of the symposium Social Variables in Personality Determination was to show how community organization socio-economic class and group structure cause changes in personality. J. Israel (Stockholm) read a paper on Personality Change in a Socially Disturbed Rural Community. He described the personality structure of the inhabitants of a rural community in Sweden which had recently been industrialized. Adjustment was difficult and the conflicts in the individual caused increase in the social disturbance of the town. E. Hohn (Tubingen) spoke about Sociometric Studies on the Adjustment Process of Displaced Persons. The study was upon refugee children in the same school with native children of Western Germany. The refugee child wishing to join the in-group adopts the collective norms of the in-group. Success in adjusting to the group depends on the child's personality and a paper by J. Israel (Stockholm) on the effect of parents and children of the process of transmission of parental values to the children and the relative role played in this process by school and home were very complex. D. Lagache (Paris) in Socialization and Identification found among other things conclusions along Freudian lines that identification is one of the most important aspects of the theory of transfer in psychoanalysis.

The session on Mechanisms of Motivated Behaviour stressed the importance of specific physiological processes particularly in relation to the emotions. E. Stellar (Pennsylvania) in Hypothalamic Mechanisms in Motivated Behaviour spoke of the complex physiological control in motivation. Of particular importance is the hypothalamus. The function of the hypothalamus in hunger and thirst was described. J. V. Brady (Washington) and H. F. Hunt (Chicago) described the results of Experimental Analysis of Emotional Behaviour studying the effects of cortical and subcortical ablations and also certain drugs on the conditioned emotional response of the fear or anxiety type. R. L. Solomon (Harvard) in his paper on Traumatic Avoidance Learning stated that there are two major processes underlying the maintenance of the avoidance response on a emotional other adaptive. N. E. Miller (Yale) in his paper Drive Reduction, and Reward concluded that a number of mechanisms regulate hunger. It is reduced by food in the mouth or food in the stomach. stomach distension produces motivations (perhaps nausea) conflicting with hunger. Miller emphasized the importance of Exploratory Drives as internal drives such as

(Israel) took part in a symposium on Personality

in contrast to the view that behaviour is necessary for successful

In the symposium *Present Status of Freudian Theory* the problem of making psychoanalysis a science was examined from the point of view of the data of psychoanalysis and from the point of view of specially devised experiments G Zilboorg (New York) demonstrated how Freud sought light with regard to human psychology via the first empirical syntheses of the sixteenth century L S Kubie (New York) presented a paper on *Research Possibilities in Psychoanalysis* describing the research which is urgently needed in order to make an objective evaluation of therapeutic results W Toman (Harvard) contributed a paper *The Conceptual Structure of Freudian Theory as Related to Experimental Verification* He contended that Freudian theory covers a wider realm of phenomena has a greater number of followers a larger bibliography etc than any other personality theory

In the symposium  
for Nations  
situation in  
paper India  
Policy in  
applicable  
to large group  
in his paper Intelligence

Issue stated that intelligence is not the only cause of differences in test performance it is a very important factor—as is seen for example in the test scores between rural and urban boys M Yela (Madrid) gave a paper entitled *Some Historical and Experimental Remarks on Selection Problems in Spain* He described what is being done today in his country in regard to the problem of criteria in test performance school and industrial selection and group differences in ability A H El Koussy (Cairo) described *Individual Differences and Social Reconstruction in Egypt*

The symposium on *Recent Advances in Conditioning* was concerned with the method of conditioning in regard to the higher mental processes such as perception conceptualization anxiety and differences in personality E V Sokolov (Moscow) in his paper *The Higher Nervous Activity and the Problem of Perception* remarked that perception is a reflex process He therefore studied the role of the orienting reflex in human perception which his data seem to indicate to be a complex reaction of the whole organism E A Asparayan (U S S R) found that Trans switching in the Higher Nervous Activity is of two kinds that form which is caused by regularities of innate kinds of activity in the central nervous system and trans switching due not to innate activity but to properties of the stimulus developed by specific training B M Teplov (U S S R) in *Types of Higher Nervous Activity* developed the thesis that the nature of functioning of the large hemispheres of the brain is the basis for a theory of temperament J L Lacey (Fels Research Institute) in *Conditioned Automatic Responses in the Experimental Study of Anxiety* stated that his data showed that there was unconscious anticipation of stimulus

a paper entitled  
able level of sign  
dysthymics that  
persist longer  
that their fundamental task is to study the form and nature of the properties of the mental processes of man

# SOCIAL FACTORS IN PERSONALITY

The general theme of the symposium Social Variables in Personality Determination as to show how community organization socio-economic class and group structure cause changes in personality J Israel (Stockholm) read a paper on Personality Change in a Socially Disturbed Rural Community. He described the personality structure of the inhabitants of a rural community in Sweden which had recently been industrialized. Adjustment was difficult and the conflicts in the individual caused increase in the social disturbance of the town. E. Hohn (Tubingen) spoke about Sociometric Studies on the Adjustment Process of Displaced Persons. The study was upon refugee children in the same school with native children of Western Germany. The refugee child wishing to join the in-group adopts the collective norms of that group. How well the child succeeds in adjusting to the group depends upon the personality of the child. H. T. Himmelweit (London) read a paper on Socio-economic Background and Personality. She described the effect of social class in England upon a group of adolescents and their parents and teachers. She found no evidence of greater anxiety among children of the middle classes than among the other classes. She also found that the process of adjustment to the children and the relative role played in

importance is the typology and thrust was described. J. V. Brady (Washington) described the results of Experimental Analysis of Emotional Behaviour studying the effects of cortical and subcortical ablations and also certain drugs on the conditioned emotional response of the fear or anxiety type. R. L. Solomon (Harvard) in his report Trauma and Avoidance Learning stated that there are two major processes underlying the maintenance of the avoidance response: the active and the passive. N. E. Miller (Yale) in his paper Drive Mechanisms regulating stomach with hunger distension produces motivation. H. F. Harlow (Wisconsin) emphasized the importance of Exploratory Drives as just as basic as internal drives such

Attman (Israel) took part in a symposium Multidimensional Analysis of Behaviour. The Conjunctive-Diagnostic and Compensatory Models of Complex Behaviour conjunctive and diagnostic models contrast to the older compensatory model. In the conjunctive model a minimum of each component of the behaviour is necessary for successful performance. Generalized Simplex for Factor Analysis called radex theory all that is more



In the old days consciousness was thought to be inside the subject. The main aim of the symposium *Consciousness Revised and Revived* was to examine the newer concept of consciousness whose principal attribute is openness to the world. A Wellek (Mainz) described *Consciousness and Phenomenological Approach to Psychology*. Without the phenomenological method there would be no characterology, psychoanalysis or characterological diagnosis. J. Nuttin (Louvain) in *Consciousness, Behaviour and Personality* said that although the concept of consciousness does not solve any concrete scientific problem about behaviour, we must use the concept in order to attack the problems of behaviour and of personality in a realistic manner. F. Heider (Kansas) in *Consciousness, the Person, the World and Interaction with Others* said that people had to be understood in

to each other and at the same time in the same environment. S. S. Tomkins (Princeton) read a paper *Consciousness and the Unconscious in a Model of the Human Being*. Consciousness is a form of duplication in nature. Though important, it must be considered within a more general concept of the human being. Man can be best understood as an intercommunication system for the reception, transmission, translation and transformation of messages, conscious and unconscious.

In the symposium *Cerebral Functions and Behaviour*, results of experiments from a variety of approaches (electroencephalographic, experimental surgical, therapeutico-surgical, clinical) to the problem of brain-behaviour relationships were presented. In his paper *Correlates between Psychological Processes and the Electrical Activity of the Brain*, H. H. Jasper (McGill) said that we lacked fundamental knowledge of the meaning of brain waves from a neurological point of view. Of one thing, however, we were certain: They did not represent the actual discharge of the cortical cells. They represent only a small sampling of the synchronous changes in field potentials in aggregates of ganglion networks which may serve to facilitate or inhibit or to time neuronal cell discharge.

H. E. Rosvold and J. M. R. Delgado (Yale) in their paper *Effect on Behaviour of Electrical Stimulation of the Monkey's Brain* stressed the similarity between the results of stimulating the frontal lobes and of frontal lobotomy, and also of the relation between fear evoked by electrical stimulation and ordinary fear. A. L. Benton (Iowa State) in his paper *Right-left Identification, Finger Localization and Cerebral Status* stated that there was a systematic growth in ability in respect to right-left identification and finger localization by normal children from ages 6 to 10. A large proportion of brain-injured and defective children are extremely poor in these tasks.

1. As an outlet of the  
5. The intractable pain after frontal lobe operations is accompanied by decreased introversion.

Even in today's highly mechanized production systems there are different types of work organization. This problem was discussed from different angles in the symposium *Social and Technological Organization in Industrial Production Systems*. R. Lakert (Michigan) stated in his paper *A Psychological Foundation for a Modified Theory of Management* that the greatest productivity, employee motivation and job satisfaction were obtained when mana-

geral and supervisory practices deviated from traditional principles of management. The reason for these superior results is that traditional theory of management is based on almost completely invalid assumptions. G. Westerlund (Stockholm) read a paper on Assessment within Various Frames of Reference of some Factors Considered as Contributory to Industrial Productivity. He believes it necessary to follow two precautions in assessing factors in work situations: increase the number of direct and indirect productivity measures applied, stating clearly the frame of reference for the investigation, and make parallel studies of several factors in the same work situation. A. T. M. Wilson (London) had a paper on Some Contrasting Socio-technical Systems. Among other situations he described certain conditions in the British coal mining industry—role systems and work group cultures connected with different types and levels of mechanization at the coal face show the complexity of the factors involved in the process of technological change. J. K. Hemphill (Ohio State) who read a paper Effectiveness of Work Teams has done four years of research on such a primary social unit as the aircrew. He believes that the concepts and methods which he has developed in his studies of aircrews can be used with advantage in problems of efficiency of industrial work teams.

Recent Trends in Perceptual Theory were illustrated by four symposium papers. I. Kohler (Innsbruck) described some important Experiments with Prolonged Optical Distortions. He had subjects wear glasses for two or three weeks which allowed blue rays to enter the eyes when the gaze was to the left when the gaze was to the right. After removing the glasses a

whether the gaze is to

He also had subjects

held. It took at least a

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normal aspect again

Stimulation and the

Possibility of a Global Psychophysics expressed the need of a psychophysics of form, surface, of depth, of motion, of deformation, and above all a psychophysics of the perceptual constancies. We should always remember that perception is a kind of commerce with the world and that this is mediated by stimulation, no matter what theory we hold regarding the role of memory in perception. In his paper Perception and Verbal Behaviour, L. Postman (California) expressed the belief that phenomenal constructs used in the analysis of perception suffer the fallacy of reification. He also described the results of experiments which showed the similarity of principles governing both perceptual habits and verbal habits. H. Wallach (Swarthmore) in his paper Memory

and theoretical importance. D. Lewis (Iowa) in Facilitation and Interference in the Performance of a Variety of Perceptual Motor Tasks stated that interference occurs when skillful responses acquired in learning one or more responses are inappropriate for another task. Facilitation occurs when interperceptive and manipulative proficiencies are compatible with the learning of a new task. M. Ponzio (Rome) read a paper on The Motor Factor from Perception to Action. As a result of the experiments he has made in the motor field he wished to emphasize the central part (mental operation) of every action. These mental operations also have motor components. Although

In the old days consciousness was thought to be fixed. The subject The main aim of the symposium Consciousness, Revised and Revised, was to examine the newer concept of consciousness whose principal author is commonly known as the world-famous Dr. W. S. Myers, described Consciousness and Phenomenological approach to Psychology. Without the phenomenological method there would be no understanding of the nature of consciousness and the mind as J. N. A. (Lorenz) in Consciousness, Behaviour and Personality said that, although the concept of consciousness does not solve any concrete scientific problem about behaviour, we may use the concept in order to attack the problems of behaviour and of personality in a rather manner F. H. O. (Kass) in Consciousness and Personality World, and Interaction with Others, pointed out the relation between people had to be understood in terms of the fact that they are mutually "open" to each other and 2. as a more open world as some environment. S. S. Tomlin (Princeton) read a paper Consciousness and the Unconscious in a Model of the human mind. Consciousness - a form of organization in nature. Though important, may be considered within a more general context of the human being. Man can be best understood as an information system for the reception, transmission, translation and transformation of messages, concepts and impressions.

In the symposium Cerebral Functions and Behaviour results of experiments from a variety of approaches - electrophysiological, experimental-surgical, anatomical, and the problem of brain-behaviour relationships were presented. In a paper Cerebral Functions between Psychological Processes and the Electrical Activity of the Brain, H. H. Jasper (McGill) said that we lacked fundamental knowledge of the meaning of brain waves from a neurological point of view. Of one thing however we were certain. That did not represent the actual function of the cerebral cells. That represents only a small sampling of the synchronous changes in "field potentials" in aggregates of neuronal networks which may serve as a function of either a unit neuronal cell exchange.

H. E. Rosow and J. M. R. Dagnan Yale in their paper Effect on Behaviour of Electrical Stimulation of the 3 orders Brain, stressed the similarity between the results of stimulating the frontal lobes and of frontal lobe resection and also of the relation between the results evoked by electrical stimulation and resection. Dr. A. L. Denson (New York) in his paper Role of the Frontal Lobes in Cerebral States, stated that there was a systematic relation in adults in respect to resection of the frontal lobes and frontal lobe resection. From his studies on children from ages 5 to 10, A. L. Denson proposed that brain-diseased and defective children are extremely poor in their performance. This point was repeated several times. Denson's research does not, however, show impairment in their behaviour. A. Peter (Paris) of the Effects on Personality of Extirpation of the Frontal Regions of the Brain. She found that the successful relief of the suffering of patients with intractable pain after frontal lobe operations is accompanied by decreased motivation.

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# SOCIAL FACTORS IN PERSONALITY

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He had subjects wear glasses for two or three weeks which allowed blue rays to enter the eyes when the gaze was to the left and yellow rays when the gaze was to the right. After removing the glasses a neutral grey will appear blue or yellow according to whether the gaze is to the right or to the left. This effect lasts for several weeks. He also had subjects reverse right and left of the visual field. It took at least a

Investigations in the field of Motor Skills have been both of practical and theoretical importance. D. Lewis (Iowa) in Facilitation and Interference in the Performance of a Variety of Perceptual motor Tasks stated that interference occurs when skill responses acquired in learning one or more responses are inappropriate for another task. Facilitation occurs when interperceptive and manipulative proficiencies are compatible with the learning of a new task. M. Ponzio (Rome) read a paper on The Motor Factor in Perceptual Action. As a result of the experiments he has made in the motor field he wished to emphasize the central part (mental operation) of every action. These mental operations also have motor components. Although

A. U. Smith entitled his paper General Theory of Human Motion that the name theory of space structure and time

A. (Cambridge) who has been engaged for some time in a study of the analysis of motor skills in relation to the speed in sensorimotor

his paper Development of Voluntary Movements that voluntary consciously regulated movements are a product of development in the course of which initial forms of the external activity gradually acquire a character of the internal psychic processes which proceed to motor reactions

Although the ultimate interest of the members of the symposium Personal Contact and Change in Intergroup Attitudes is on the results of contacts of national groups their research is principally concerned with the attitude in contacts within groups

Seitiz (New York University) presented a paper Some Factors Which Influence the Attitudinal Outcomes of Personal Contact in the social group S. W. Cook and Claire T. The subject The effect of attitudes of the persons as subjects are important factors in the outcome of contact experiences H. E. O. James (London) in Personal Contact and Change in Intergroup Attitudes reported the results of a situation where African women teachers were put in charge of English school classes. The pupils who regarded the teachers both as Africans and persons learned to like the Africans and this attitude became a stereotype toward all Africans. R. Lippitt and J. Watson (Michigan) reported the results of their study of 29 German visitors in their paper Some Special Problems of Learning and Teaching Process in Cross Cultural Education. Among the problems which they considered important was that of maintaining and using new learnings in the home country after return.

In the psychology of personality there has been more international agreement on diagnostic methods than on interpretation of symptoms and facts. Many of the theories concerning characterology have originated in Europe. A symposium was devoted therefore to European Characterology. H. von Bracken (Brunswick) read a paper The Present Situation of European Characterology. The main difference between American theories of personality and European characterology is that the latter is closer to philosophy. In consequence more attention is given to the dynamics of personality. F. J. Buytendijk (Utrecht) in his paper The Dynamic Foundation of Feminine Existence said that the main difference between the sexes is one of dynamics. The boy

# SOCIAL FACTORS IN PERSONALITY

retic expansive and aggressive the girl is  
 who was not present

R Gilbert (Wheat-  
 determined by the

ton) stated that the e...

following aspects: emotional potency threshold ... emotional excitability  
 depth of emotional reaction and emotional scope R Zazzo (Paris) spoke  
 about Characterology and Experimental Approach to Character (Present  
 Situation in France) Zazzo described Le Senne's theory of characterology  
 and spoke of some of the criticisms of it. The fundamental contribution of  
 Le Senne consisted of the distinction he made between character personality  
 and ego. In the absence of R. Le Senne his paper 'The Rule of Concordance  
 in Characterology' was read by Zazzo. The rule of concordance essentially  
 consists of finding the common denominator in what the different charactero-

l ... have seen

... in the field of information

(Harvard) ...

There are some ... of elements at the outset—objects ...  
 or symbols. The possession of one of the elements reduces the uncertainty  
 existing prior to its reception. W. J. McGill (MIT) in his paper 'Information  
 Association and Interaction' stated that the psychological applications of  
 information transmission require a multivariate extension of Shannon's  
 model of transmission of information. Two results are interesting: multi-variate  
 information transmission is a close relative of the analysis of variance in  
 classical statistics and knowledge of the signal output of one transmitter may  
 in some cases actually reduce the uncertainty of another transmitter.  
 D. M. ...  
 statistical information flow

mann ... of concept formation and concept handling in ...

B. Mandelblot (Paris) was absent but submitted a paper entitled 'Statistical  
 Structure of Language and a Structural Psychological Criterion'. He brings  
 the factor of the cost of communication and thereby succeeds in deriving  
 Zipf's law in a statistical way and in formulating a generally useful criterion.

In the symposium 'Cross-national research in Social Psychology' several  
 reports were made on cross-national studies in social psychology. There were  
 also theoretical papers. S. Schachter (Minnesota) in 'Cross-cultural Experimental  
 Research: Methodological Problems and Factual Findings' in an  
 International Study in Group Behaviour described an experiment conducted  
 by the Organization for ...

Fr ... Norway ...

d ... Cross-national ...

... with the ... that differences in behaviour have some relation to  
 differences in nationality. It is by means of comparative cross-cultural research  
 that we can find out where and to what extent there is a relationship between  
 behaviour and nationality. S. Lysgaard (Oslo) presented a paper prepared  
 by ... Aubert, B. R. Fisher ...

T ... Attitudes to ...

Review of Relationships ...

Countries. This is the same

we ... kinds of emphasis in the threat perceptions of the persons interviewed

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his paper Adjustment in

Then there is loneliness and they are apt through projection to blame this

society Finally there is integration in the social group E W Cook and Claire

Selltiz (New York University) presented a paper Some Factors Which In

fluence the Attitudinal Outcomes of Personal Contact They conclude that

the persons in the contact situation should be thought of as both object and

subject The extent to which the persons as objects differ from the stereotypes

held by the in group of the individuals particular group and the personality

and nature and intensity of attitudes of the persons as subjects are important

factors in the outcome of contact experiences H E O James (London)

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example may be hastened or retarded by colour. The response of man to colour may depend for the most part on environmental factors. On the other hand it is quite possible that effective states produced by warm colours and by gloomy skies are more than re-integrative responses dependent upon earlier environmental contingencies. In his paper *Methodological Requirements in the Study of Normal and Defective Colour Vision* D Farnsworth (U.S. Navy Medical Research Laboratory) after describing the methodological tools necessary for research in colour vision remarked that there appears the need for a better defined psychophysical discipline in re-examine the rational definitions and to

of colour vision is still a subject of considerable interest. The need to deal about the colour different at the responses of the eye is a subject of great importance in this field. R. M. Evans (Eastman Kodak) of Colour. He believes that

Two special convocations were held. The first was held at the University of Toronto. The second was held at the University of Michigan. The first convocation was held at the University of Toronto. The second was held at the University of Michigan.

The next congress is to take place in 1957 but place and dates have not yet been decided. The next congress is to take place in 1957 but place and dates have not yet been decided. The next congress is to take place in 1957 but place and dates have not yet been decided.



enemy oriented emphasis and war oriented emphasis. Those persons who were enemy oriented were more in favour of increased defence efforts had more confidence in the foreign policy of their government (except Sweden) were politically more conservative and in countries with conservative governments were more often in agreement with their government's domestic policy. G. W. Allport (Harvard) in a paper entitled Outlook of Youth in Ten Countries described an inquiry directed to 1900 college students in the United States, New Zealand, South Africa, Egypt, Mexico, France, Italy, Germany, Israel, and Japan. All the students are interested in interplanetary travel, all except Israeli. French and Japanese feel the need of religion, all want closer parent child relationship. There is also a desire for travel and for world unity. Among the differences in value, there is a more pessimistic outlook around the Mediterranean, there is more evidence of optimism and voluntarism the farther away one gets from this area.

The various interests in current research on problems of the higher mental processes were represented by the papers in the session on Problem Solving Behaviour. G. Humphrey (Oxford) in his paper The Problem of Problem Solving treated the following aspects: trial and error, the directiveness of activity, the relation of the activity of the partial organic systems to that of the whole, integration of originally diverse activities, stereotyped activity and concept formation. H. H. Kendler (New York University) submitted a paper Verbal Factors in Problem Solving Behaviour. He had one group (reversal shift) learn a second concept which was the reverse of a concept previously learned. The second group (non reversal shift) learned a second concept unrelated to the first concept. The reversal shift occurred more rapidly than the non reversal shift. A. S. Luchins (McGill) presented a paper on A Variational Approach to the Role of Set in Problem Solving, describing the factors which tended to maximize the set or *Einstellung* effect and those which tended to minimize the effect. B. Inhelder (Geneva) in her paper Patterns of Inductive Thinking described experiments in the field of inductive thinking on 1700 children and adults from 5 to 16 years. The first stage of 7 years. The goals of action are the pleasure

The second stage is from 2 to 7 years. The goals of action are the pleasure in the discovery of practical rules. The third stage is 14 to 15 years. The goals consist in trying to find the truth and not simply in the controlling of the events. D. W. Taylor (Stanford) described work on Problem Solving by Groups. He stated that by comparing the predicted with the actual proportion of groups solving a problem, one can determine whether working as a member of a group significantly affects individual performance.

In the session on Recent Developments in Colour, the field of colour was broadly reviewed. H. Piéron (Paris) contributed a paper on The problem of the Role of the Receptors, Transmitter and Response Mechanisms in Chromatic Vision. It is necessary to explain the part the physiological processes play in the successive stages of colour perception. We already know something about colour adaptation, colour constancy, variability of white light contrast variations in the perception of yellow and subjective colours, but there is still much to be learned. A. H. Riesen (Chicago) read a paper on The Role of Light and Colour in Psychobiology. He discussed the important role colour plays in the behaviour of certain animals and also strongly emphasized the part colour has in human behaviour. Fundamental growth processes for



### III RESEARCH CENTRES

#### THE WORLD FEDERATION FOR MENTAL HEALTH

19 Manchester Street London W 1

The World Federation for Mental Health is composed of 91 member-organizations in 41 countries. About half are inter professional organizations in the field of mental hygiene and the remainder are specialist or professional organizations among the relevant professional disciplines. The federation exists to promote among all people and nations the highest possible level of mental health and with this object in view to co-operate with the United Nations Agencies and other national federations to promote effective mental health work.

information

h application of psychological principles to the life of ordinary people except through the causes if it is to obtain its desired social effects but in addition it must seek to improve therapeutic techniques and to search for ways of ensuring that such techniques have a greater chance of success in society.

From the very nature of its organization the federation must study techniques of international co-operation of dissemination of information and assistance through governmental and non governmental channels. The holding of conferences committees and other forms of international meeting is a necessary part of its work. It has studied the social dynamics of mental health in a number of projects to investigate group processes.

At its annual meetings it has included numerous papers and discussions on subjects in the field of social psychology—these subjects have in fact run through the programme like a continuous thread.

Among specialized projects three small conferences have been held jointly with the (New York) at Princeton NJ 1950 Williamsburg Va 1951 on the theme Health and Human Relations. It is also sponsoring a long term project to develop local voluntary action in the mental health field introducing new concepts of group discussion and group activity in a community where they had never previously existed.

F C F a understanding. On a long term plan the federation has been exploring the establishment of an international institute for positive mental health and human relations.

The federation has stimulated social action by its member organizations in the introduction of mental health principles in public affairs. This has led to an increasing amount of legislation based on psychiatric insight in relation to mental health criminality and other social problems in a number of countries. It has had some effect on public action in regard to the flood disaster in the Netherlands in 1953 and recent Danish legislation concerning broken families.

and the courage the application of the findings of psychology to the problems of  
 The fact that has used a number of methods toward these objectives  
 and has representative but non  
 g world affairs  
 ment relation  
 committees On  
 Some instances of the journal grow naturally out of the  
 group studying problems of dis-segregation made their results valuable for use in  
 annex with preliminary hearings These findings were described in a number  
 of papers presented at the Annual Meeting of the Evidence which is being used

Much of the work of the society is done by a group of individuals  
 interest. Books, press releases and conferences may result Two early year books  
 have been published by the activities of  
 the  
 two-  
 PSSI  
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 methods and techniques of the measurement of social relations and was reported  
 from

## United States

Committees interested in co-operation interchange of knowledge with sociologists  
 social workers public health practitioners and the medical profession are active.  
 The society has contributed financially to help persons whose academic freedom has  
 been violated and has made efforts to insure that freedom of thought is protected in  
 centers of learning.

The SPSSI served three year term as a member organization of the United Nations  
 Commission of Human Rights and has been member organization of the World Federation  
 of Mental Health since its inception. The headquarters of the society are at the  
 Institute of Social Research University of Michigan Ann Arbor

## THE INSTITUTE OF PSYCHIATRY

Maudsley Hospital Denmark Hill London

The Institute of Psychiatry is a postgraduate teaching and research school of the  
 University of London. The Maudsley Hospital is the main  
 hospital  
 has been  
 by H. J. E.  
 of Psychiatry  
 (1951)

A considerable amount of attention has been paid to social attitudes their ga-  
 zation, and their relationship to personality. Here again, a number of experi-  
 mental and statistical studies have been carried out by members of the staff and  
 Ph.D. students

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Under the guidance of —

psychology as a part of their training bears on vocational psychology and psychometry practical training is given by technicians in industrial psychology organization of labour and professional selection this training is supplemented by practical work at the Laboratory of Applied Psychology of the École Pratique des Hautes Études (Director Professor R. Bonnardel) and in various private psychotechnic organizations where the students also follow apprenticeship courses

The Diploma of Educational Psychology is for technicians and research workers specializing in child and educational psychology In addition to theoretical studies in genetic psychology and pedagogy students receive instruction in the child's biophysical development together with a technical training including practical work and apprenticeship courses designed to familiarize them with the methods of research assessment diagnosis guidance and re-education covering the whole field of children's activities the development of their character and intellect and their school and professional education Practical work is done at the Laboratory of Child Psychology (Director Professor Zazzo)

The Diploma of Pathological Psychology is for technicians specializing in the psychology of criminals Theoretical studies in analysis are supplemented by practical work at the mental hospital (Director Professor Delay) and apprenticeship courses in the various neuro-psychiatric services The psychologists thus trained are called upon to assist doctors in solving therapeutic and research problems connected with the mentally diseased and persons suffering from character defects

The Diploma of Social Psychology

by the  
Institute for  
Social Research  
University of Michigan  
Ann Arbor

The institute also organizes supplementary courses in electro-encephalography, epistemology and sociology and seminars on the Rorschach test, factorial analysis, workers' psychology problems and statistical methods of psychological research

## THE SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES

Institute for Social Research University of Michigan Ann Arbor

The Society for the Psychological Study of Social Issues

Division of the American  
Psychological Association  
on the Psychological

# SOCIAL FACTORS IN PERSONALITY

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## THE TAVISTOCK CLINIC

2 Beaumont Street London, W1

**Functions and Policy** The Tavistock Clinic is a fully established under the National Health Service for the treatment of an outpatient basis of children and adults suffering from personality disorders. The clinical department trains psychologists in out-patient psychotherapy and psychologists in clinical psychology. The department for children and parents training in psychotherapy (on medical) Both departments engage child psychiatrists and child psychologists. A small team of research workers is employed full time in the department of child development of children with special problems in the social and emotional development of children with special reference to the influence of the mother-child relationship in the first five years.

**Organization** The clinic is now part of the National Health Service and is administered by the Central Middlesex Group Hospital Management Committee. There are two departments in the clinical field is being undertaken by several

**Research Arrangements** Research in the clinical field is being undertaken by several

Some of the more important of these are listed at the end of this brief note. The main topics which have been dealt with are as follows:

*Attitude Measurement and Scaling* Experiments have been carried out in an effort to compare different scaling methods (Thurstone Likert Guttman) and a new method called the scale product method has been elaborated which shows promise of being more reliable than many of the older ones.

*Social and National Stereotypes* Social and national stereotypes have been investigated experimentally and it has been shown that important modifications are necessary before traditionally accepted results can be considered an accurate reflection of reality. Stereotyped responses are often a function of a stereotyped testing situation rather than of the mental processes investigated.

*The Structure of Attitudes* Large numbers of correlational and factorial studies have been carried out in England America Germany France Sweden and elsewhere have shown that attitudes in all these nations are structured along similar and perfectly definite lines and give rise to two main factors called respectively radicalism versus conservatism and tough mindedness versus tender mindedness. Reliable and valid measuring scales have been constructed for these two factors.

*Attitudes and Political Party* The attitude structure found in our country had originally been predicted on the basis of the fact that the tough minded conservative quadrant and members of the other parties at intermediate points with the liberals being the most tender minded group and intermediate between socialists and conservatives with respect to the radicalism conservatism dimension. Inventory scores of thousands of voters for and members of these various parties and groups have very strongly supported this hypothesis.

*Attitudes and Personality* A hypothesis was put forward relating attitudes to certain personality functions and several studies have been carried out to investigate this hypothesis. These have all resulted in very definite and positive findings and there appears to be little doubt that a close relationship exists between personality functions and attitudes along the lines hypothesized.

*The Nature of Attitudes* On the theoretical basis of the fact that attitudes are learned responses, the following hypotheses were put forward and shown by Hull and Mowrer to be supported by rigorous theoretical lines.

A summary of all these researches and theories can be found in Professor Eysenck's most recent book *The Psychology of Politics*.

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University of Michigan the Institut has undertaken to respond to a scientific quality Human Relations which publishes studies towards the integration of the social sciences The Journal is published by Testock Publications Ltd with annual subscription of 30 shillings and may be obtained from the company at 2 Beaumont Street London, W1

# THE MONTEVIDEO CENTRE OF PSYCHOLOGICAL STUDIES

Reconquista 473 Montevideo

The Montevideo Centre of Psychological Studies came into existence in 1944 to continue the work begun by Dr Wladimir Radecki, 1933 who founded the Psychological Society organized courses and lectures on psychology and published in Spanish a Treatise on Psychology (Radecki and Rocha)

The year 1944 also saw the foundation of the Centre School of Professional Studies designed to train practitioners and permit the knowledge and use of psychology. The Psychological Advisory Service began operations at the same time.

In 1947 the CEPUR Publishing Society was established. The Society was granted legal status with effect from 10 June 1947.

In 1948 the Centre of Psychological Studies organized the first Latin American Congress on Psychology which was held in Montevideo.

Out of the congress was formed a committee located in Montevideo and composed of psychologists with a executive committee. During the Fourteenth International Congress of Psychology (Montevideo 1954) the Latin American delegates proposed the convening of a coordinating committee to Latin American Psychology Association, the first of which was held in Lima (Peru) in 1953.

will be submitted to the next Latin American Congress on psychology which will probably be held in Lima (Peru) in 1955.

Our institution's affiliation, since 1952 to the International Union of Scientific Psychology permitted the attendance at the 11th assembly—held on 6 June 1954 before the opening of the congress (Montreal Canada)—of Professor Maria Dolores Nolasco as delegate of the Centre of Psychological Studies and the Independent Faculty of Psychology.

The School of Professional Studies in Psychology was converted into an independent faculty of psychology in 1953. The lines laid down by the congress of 1950. The curriculum of the course for practical study to qualify as practitioner. The course itself consists of four years under supervision of the graduates of the opportunity of carrying out specialist studies and research in preparation of the doctorate.

Rapport on the Montevideo Centre of Psychological Studies attended the 11th Congress of the International Association of Psychotechnics (Gotborg) (Stockholm) in 1953. The 15th Latin American Congress on Psychology (Montevideo) and in 1954. Further the International Congress on Psychology (Montevideo).

Presidents of the Centre: President, Professor Carlos A. Tubo as first Vice President, Professor Enrique Faide. Secretary, Mr Darío S. Tassier. Mrs Angelica León de Marchesi.



members of the staff. On the adult side research work is at present entirely clinical. On the child side there are systematic research projects employing full time research staff.

As regards procedure very careful attention is given to thorough reconnaissance and planning and a clear formation of hypotheses before systematic work is undertaken. Emphasis tends to be on detailed intensive work rather than on surveys of large numbers but grouping of projects in which different methods are used is designed to throw particular light on the one problem.

*Publications* Mostly in journals such as *Courier*, *British Journal of Medical Psychology* etc. Also the film *A two year old goes to hospital*. Particulars on application to the Tavistock Clinic.

In much of the research and training there is close contact with the staff of the Tavistock Institute of Human Relations.

## THE TAVISTOCK INSTITUTE OF HUMAN RELATIONS

2 Beaumont Street London W 1

### *Functions and Policy* The Institute

to collaborate in the six years of existence in tackling various problems in the light of current knowledge in psychology and the social sciences and has endeavoured through such collaboration to the development of knowledge in the field of human relations.

is

*Organisation* Originally founded as a branch of the Tavistock Clinic the institute was separately incorporated in 1947 prior to the entry of the clinic into the National Health Service. It is now governed by a Council of Trustees.

*Finance* The Institute is related to specific projects. The institute's income is obtained from grants and from contract work for community and industrial organisations.

*Research Arrangements* The collaborative projects of the institute usually have a research component but in certain projects this aspect of the work (i.e. the attempt to record and assess to develop and test hypotheses) is explicitly contained in the contract or may form its main purpose. In the latter case a research project is developed in a client-consultant relationship and is usually carried out by a research team.

*Staff* The Institute has a small staff of about 15 people and it requires specialists in various fields of interest and experience. The institute staff is drawn from the fields of anthropology, economics, education, psychology and psychiatry.

*Publications* In collaboration with the staff of the Research Centre for Group Dynamics



Teaching Staff Dean, Professor María Esther Domínguez sub-Dean Professor María Dolores Nieto Secretary Professor Enrique Faulde Nogués

# THE INSTITUTE FOR SOCIAL RESEARCH

University of Michigan Ann Arbor Michigan

The Institute for Social Research is in 1947 to conduct a broad program in social settings. The institute comprises the Research Centre for Group Dynamics and the Survey Research Centre.

Survey Research Centre

The Research Centre for Group Dynamics has the objective of conducting basic research on the phenomena of group life and group behaviour. A second objective is the development of methods for the application of research findings to the problems of various kinds of groups and organizations.

The research of the centre rests upon behaviour which can be established

of the... h... w... re... th... the... and in the course of its work it has made a substantial contribution to the creation of a systematic theory of group processes to adequate research methods and to accumulating and analysing relevant empirical data.

In implementing these objectives and interests the centre has designated certain programme areas within which co-ordinated studies are conducted. The major programmes are those concerned with (a) the determinants of group behaviour (b) the processes of communication (c) the determinants of group behaviour.

The Survey Research Centre has been primarily concerned with the application of sample interview survey techniques to a variety of psychological, social and economic problems. During its eight years of operation it has conducted over 60 major surveys, many of them of national scope involving thousands of respondents. Others restricted to special groups within the population. The principal programmes of co-ordinated studies are in the fields of (a) economic behaviour (b) social behaviour (c) social research techniques (d) social theoretical concepts and the

... about income purchases... is based on the belief that if the individual's attitudes, preferences and intentions are taken into account. The programme of research on human relations and social organization is concerned with determining the social and psychological factors that permit an organization to be effective. Studies in this programme have been based upon the comparison of contrasting units within social organizations—factors: government...

THE GROTIUS SEMINARIUM STUDY AND RESEARCH  
CENTRE ON INTERNATIONAL CO OPERATION

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The Seminar of International Co-operation established in 1952 was reorganized in July 1954 as an independent organization operating under the name Grotius Seminar.

Its aim is the study of problems connected with international co-operation, particularly with the realization of the purposes of the United Nations.

The seminar has been held annually since 1952.

The Eumunium was established in 1952 as reorganized in 1953. Its aims are to study problems connected with international co-operation and particularly with the realization of the principles and purposes of the United Nations. The Eumunium believes that the complex character of the problems related to international co-operation demands that experts in different fields should enter upon a well planned and concerted study of the questions involved. By investigating these problems the Eumunium hopes to achieve results which will contribute to a well founded scientific documentation of opinions and interpretations of facts observed as there exists growing demand for both in organizing the study and research groups special attention is given to more recent social sciences (sociology, social psychology, cultural anthropology).

Sponsor: Professor R. A. M. Bergman, University of Amsterdam, Dr. R. W. ...  
 Dr. H. M. ...

Sponsor Professor R. A. M. Bergman, professor of anthropology at the University of Amsterdam Dr R. W. van Duffelen, of the Ministry of Education at The Hague Dr H. M. J. H. t. lecturer at the Institut of Social Studies at The Hague Professor B. Landheer, director of the Library of Social Studies at The Hague Professor P. fess. of sociology at Alabama University Peace Place at The Hague former M. len, professor of the law of nations at the Free University Amsterdam Professor H. N. euwenhuis, professor of theoretical pedagogics at the University of Groningen.

Ex. cuit. Committee H. D. G. deonse D. W. A. t Hart D. B. J. A. de Kanter van H. tungs T. mp Dr P. C. M. mp Dr R. M. H. Koozeom jodo D. E. H. F. van der Lely D. H. J. van Putten Dr E. d. Marces van Swinderen

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Ex cuit Committee H D G deonse D W A. t Hart D B J A de Kanter van  
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C d nator D W A. t Hart, Z. N jechstraat 55 Wassenaar Netherlands  
Th task f the o-ordinat consists n o ga izing and promoting the oher nce of  
th entific wo k and in maintaining contact with created persons in the Netherlands  
and b d  
S retariat Dr E H F van der Lely Poortla 2-2  
Summ ry f St dyg

Secretariat Dr E. H. F. van der Lely Poortlaan 9 Wassenaar Netherlands  
 Summery of Study  
 Adult education  
 The problem

- 1 Adult education
- 2 The problem of social responsibility in a technically developed society
- 3 The problem of tolerance
- 4 Education towards international understanding in elementary schools for teachers in the Netherlands
- 5 Historical methodology intended for United Nations training colleges
- 6 Education in international understanding
- 7 Education of future functionaries in international affairs
- 8 International trade barriers
- 9 When Europe meets Asia (illustration)

At a group

- delinquents (Miss Clemens Schroner) (d) A comparative study of the medical and organizational system in 36 children  
(e) A longitudinal study of the mental development of a small hospital (Butler)

## THE INTERNATIONAL STUDY CENTRE OF APPLIED PSYCHOLOGY

Oxford Surrey

In the course of the last half century the realm of depth psychology has become a part of human life and work. Up to the present time the treatment of mental illness has been to examine whether and how they can be promoted to mental health.

Four main lines of inquiry and experiment are pursued (1) By what means these discoveries can be rendered accessible to men and women of the present age seeking new insight and energy in a time of world stress (2) By what means these discoveries can be made available for purposes of education not only in childhood but at all the stages of life where psychological understanding is especially required (3) By what means these discoveries can be applied in the different occupations and professions especially those concerned with industry with administration and with social well-being (4) By what means these discoveries can be set upon a broad empirical basis and so made part of the scientific heritage of mankind.

The method of work of the study centre is to bring together the relevant hypotheses and techniques of the different schools of depth psychology with the object of investigating to what extent these can be applied by men and women to the health of the individual through the fellowship of

satisfactory living of life. The findings of depth psychology to the fuller and more

To this end it organizes three types of meetings: discussion groups dealing with one or other of the above lines of inquiry; seminars in which a detailed study is made of some particular aspect of depth psychology; and study courses at elementary, intermediate or advanced levels according to need. As far as possible these discussion groups, seminars and study courses are held over a series of week-ends (or for suitable periods during the mid week) so as to give adequate opportunity for reflection and exchange.

The ultimate aim of the centre is to extend scientific method to the investigation of the deep unconscious and apply the results so reached to the conflict of the conscious at present disrupting the world. With this aim in view the centre should be addressed to P. W. Martin

Talboys Oxford Surrey England

### SOCIAL FACTORS IN PERSONALITY

**SOCIAL FACTORS IN PERSONALITY**

Students must acquire an adequate knowledge of these subjects in the abstract and if necessary go on to the speculative or moral questions they raise. A wide range of special courses enables students to adapt the training to their future work. During the academic year 1953-54—the first year in which the programme was in full operation—the institute had 47 full-time students and some 77 students from other faculties took courses in their selected subjects or simply attended lectures. The regular students came from 20 different countries (in order of number): Italy, Mexico, Spain, Canada, China, France, Belgium, Portugal, Tanganyika, Czechoslovakia, India, and Japan.

The 47 regular students came from 20 different countries (in order of number of students): Italy, Mexico, Spain, Canada, China, Argentina, Australia, Brazil, Colombia, Belgium, France, India, Indonesia, Iceland, Lithuania, the Netherlands, Portugal, Tonga, Czechoslovakia, Uganda.

Adapting the programme to suit a varied audience obviously raises many problems. There can be no question, for example, of teaching the civil law or social legislation of any one country. The professor has to sift out the fundamental questions in each subject and give indications as to the principal answers that have been made to them. He must lay the stress on comparative studies and at the same time see that students made aware of what applies in their respective countries. Practical work and the running of theses—indispensable for obtaining a diploma—are both of help in this regard.

Fortunately it was possible to form a group of professors able to teach a diverse student body. The 13 professors of the institute—representing Germany, France, the Netherlands, Italy, and the Netherlands—were able to give periods of instruction in their own countries.

It was possible to form a group of professors able to cope with such a diverse student body. The 13 professors of the institute—mostly doctors of the social sciences in philosophy in their own countries—came from Belgium, Brazil, Chile, France, Germany, Iceland, Italy, Spain, and the United States. Some of them have spent long periods in Africa, in the Middle East, or in America.

As for the language problem in the ecclesiastical training process in America, although it does not emerge in the lectures, yet there is a very real advantage. In the seminars a good many of the difficulties are usually given in Latin. Some professors and students when they go to Rome have a knowledge of this language which serves as a common vehicle for expression.

The objection will be made that the social sciences which are so different from the very different vocabulary of the sciences which are created by Roman Law is not as great as that of philosophy or the natural sciences.

The objection will be raised that the social sciences which are related to the study of Latin are not as great as those of philosophy and theology. However, the difficulty is not as great as it seems. Many subjects are included under the social sciences which are not usually included under the natural sciences. For example, the study of Latin is not only a matter of fact, but it is also a matter of theory. The study of Latin is not only a matter of fact, but it is also a matter of theory. The study of Latin is not only a matter of fact, but it is also a matter of theory.

Thus I will be an interpreter of the social sciences and even dangers. But its task is to lead to mutual enrichment. It will be a powerful force in developing a better understanding of and mutual liking for the task to that of UNESCO.

- 2 The phenomenon of war in the light of recent social sciences
  - 3 East Europe (This research group collaborates with the Russian Institute of Columbia University New York)
  - 4 Changing man in a changing world
  - 5 A science of social man
- In regard to the activities of some of these study and research groups to be observed

The —

hope

T

with a group consisting of Belgian and Dutch nationalities

The study groups interested in projects 4, 5 and 6 consider them to be parts of the Unesco project Education for living in a world community. The group which investigated the problem of social responsibility has completed its research.

van de sociale verantwoordelijkheid

(The —)

recom

further

The study group occupied with the question of adult education has published its first report entitled Paedagogische en psychologische aspecten betreffende de vorming van volwassenen (Pedagogical and psychological aspects concerning adult education).

This report offers a summary of methodological and didactical problems.

The growth of the activities of the institute urgently demands greater financial resources if the programme which has been set as a priority is to be carried out. Accordingly it is hoped that the necessary financial resources will be forthcoming.

organizatio

for study work

## THE SOCIAL SCIENCE INSTITUTE OF THE GREGORIAN UNIVERSITY IN ROME

4 Piazza della Pilotta Rome

The four centuries-old Gregorian University in Rome is one of the places that make possible lasting encounters between men from all parts of the world. As the official university of the Holy See it offers ecclesiastical students instruction in all those branches of learning which are of particular interest to them. At present 2,500 students from 54 different countries are studying at its five faculties—philosophy, canon law, ecclesiastical history and missionary practice. Non-Catholics are admitted although in fact there are not many of them.

In October 1951 a Social Science Institute was opened in the Faculty of Philosophy. It is well known that recent Popes have been particularly concerned with the ever more complex and serious problems of life in society. It was becoming essential to prepare priests for the functions devolving upon them as teachers of philosophy or social ethics as ecclesiastical counsellors in various organs and so forth. For admission to the institute which provides a three-year course of special studies students must have completed the usual higher courses in philosophy or theology. The programme aims at giving them a realistic training adapted to the particular needs of their calling. The course consists of lectures in economics, positive sociology, public civil and social law and also lectures in philosophy and ethics as applicable to these

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P A R T I I

ORGANIZATION IN THE SOCIAL SCIENCES  
REVIEWS AND ANNOUNCEMENTS



# ORGANIZATION IN THE SOCIAL SCIENCES

## THE UNESCO SEMINAR ON THE TEACHING OF SOCIAL PSYCHOLOGY

Montreal 14 16 June 1954

D BINDRA

The Unesco seminar in the teaching of social psychology met for three days immediately following the Fourteenth International Congress of Psychology. Fourteen persons representing 13 nations and Unesco participated in the seminar.

Leonardo Ancona Professor of Psychology at the Catholic University of Milan (Italy) Piazza S Ambrogio 9 Milan Dalbir Bindra Associate Professor of Psychology McGill University Montreal Canada Helmut von Backen Capt. Professor Technische Hochschule Braunschweig West Germany A. H. El Koussy Professor of Psychology and Dean of Institute of Education Ibrahim Mounira Cairo Egypt Samuel Hammond Senior Lecturer Department of Psychology University of Melbourne Australia Hilde Hummelweit Reader in Social Psychology London School of Economics University of London Houghton St. London WC2 England Eugene Jacobson Survey Research Center University of Michigan Ann Arbor Michigan Rafi Z. Khan Chief Psychologist Pakistan Public Service Commission Ingle Road Karachi Pakistan Otto Klineberg Columbia University and Unesco 19 Av Kleber Paris (16) France Daniel Lagache Professor at the Sorbonne Director of the Institute of Psychology and Psychological Guidance Professor at the Free Faculty of Psychology and Psychology Assistant Director of the Latin American Co-ordinating Commission on Psychology Montevideo Uruguay Joseph Nuttin Professor at the University of Louvain Laboratoire de Psychologie 2 Place Cardinal Mercier Louvain Belgium Carlos Sanchez de Queiroz Professor at the University of Brazil Av Atlantica 3916 apt 1104 Rio de Janeiro Brazil Mariano Yela Professor of Psychology University of Madrid Head of the Psychometric Laboratory at the Research Council Serrano 125 Madrid Spain

D Klineberg welcomed the group on behalf of Unesco and the International Union of Psychology. He outlined the general purpose for which the group had been assembled and then asked the members to name a chairman. The group elected Dr Klineberg as the chairman of the seminar and he appointed Prof so Bindra to serve as the rapporteur.

The chairman pointed out that the main purpose of this seminar was to provide social psychologists from different parts of the world with an opportunity to exchange ideas and discuss problems arising from their experiences in the teaching of and research in social psychology. He expressed the hope that the deliberations of the group would result in certain concrete recommendations which Unesco could consider and possibly incorporate in its current programme of promoting teaching and research in social psychology. He then

outlined the following specific problems which are of particular importance at this stage in the international development of social psychology

- 1 Goals and purposes of social psychology
- 2 Kind of teaching desired
- 3 Place of other disciplines in social psychology
- 4 Place of social psychology in other disciplines
- 5 The export of materials To what extent is this possible? What kinds of materials? What kinds of adaptations are needed?
- 6 The international availability of publications
- 7 Relation of teaching to research
- 8 Teaching methods
- 9 Exchange professorships and fellowships
- 10 Place of social psychology in secondary education

Each member of the seminar commented briefly on the existing status of social psychology in the country or countries with which he was familiar. These reports provided the general background against which the specific questions were discussed and recommendations made.

### *Goals and Purposes of Social Psychology*

Much of the discussion on the goals and purposes of social psychology revolved around the question of the relative emphasis to be given to applied social psychology in the teaching of social psychology. It was pointed out that social psychology is often promoted not as a scientific subject of intrinsic interest but rather as a means of reducing international tensions or for other practical aims. This emphasis on the applied aspect evokes a negative reaction toward social psychology from other university departments and hinders the development of social psychology as a science. The chairman assured the group that Unesco's primary interest is in developing social psychology as a science and that no direct and immediate applications are either demanded or expected by Unesco. The social science department of Unesco merely wants to aid in the solution of practical social problems by encouraging the scientific study of social phenomena. The chairman then pointed to the important role of basic social psychological research in determining the U.S. Supreme Court decision prohibiting racial segregation in schools.

Social psychologists in the university setting are often asked to work on and find a solution to a practical community problem. Should the academic social psychologists (that is those interested in teaching and research only) accept such assignments? This question was discussed at some length. There seemed to be general agreement that because of the very nature of the subject matter of social psychology such practical problems in the community provide a setting for testing specific hypotheses and thus furthering the theoretical (scientific) aims of social psychologists. Even when no specific theoretical advance is anticipated such community projects can be used to train social scientists. However, if a community project is neither to theory nor not to accept it

social psychology and its applications of social psychology in areas where the scientific knowledge is as yet inadequate

*Recommendation 1* In university education social psychology like other sciences should be considered as a study having intrinsic interest and value and not as an applied profession. While it is important to point out the possible practical applications of social psychology it is also necessary to warn the student against rapid applications that are not based on a secure scientific foundation.

*Kind of Teaching Desired*

A distinction is often drawn between the empirical and the theoretical approach to social psychology. Modern social psychology is sometimes said to be more empirical and less theoretical than its counterpart in the nineteenth century. This distinction is a false one. For modern social psychology like the old one also seeks to develop a general theory of social behaviour. The real distinction between modern social psychology and the old social psychology lies in the fact that the latter consisted of speculative theories while modern social psychology theories are closely linked to empirical data. Modern social psychology is not less theoretical it is less speculative and its theories are more closely trimmed to fit the observed facts. In this it follows the hypothetico-deductive method which is characteristic of all well-developed sciences.

*Recommendation 2* Social psychology should be taught as an empirical science with due attention to its historical development and with full regard to the nature of scientific methodology.

*Place of Other Disciplines in Social Psychology*

Comments by only a few members of the group made it clear that almost any other discipline might under certain circumstances be relevant to research or teaching in social psychology. It was therefore decided to limit the discussion to related disciplines which might be of particular relevance to training in social psychology. Social psychology shares certain methods with disciplines such as economics it shares content with subjects such as history and political science and it shares both content and methods with such fields as sociology and anthropology. Study of these related fields will contribute to training in social psychology.

*Recommendation 3* For training in social psychology students of widely different academic backgrounds may be admitted into the training programme but the subsequent training should emphasize knowledge in the fields of psychology, sociology and cultural anthropology. Supplementary contacts with other areas (e.g. language, economics) should be encouraged.

*Place of Social Psychology in Other Disciplines*

*Recommendation 4* It is desirable that the methods and content of social psychology should be introduced into the curriculum of such social fields as journalism, education and social work. The person giving such instructions should be a well trained social psychologist who in addition is familiar with the other field and its needs. The teaching should at first take the form of informal



seminar discussions—this would pave the way for more formal instruction through lectures

### *The Export of Materials*

Can books on social psychology produced for use in one country be profitably used in another? This general question evoked many suggestions and comments from the group. A distinction should be made between *textbooks* and books usually called *Readings*. The greatest producer of both these types of books is the U.S.A. There was some argument about whether or not books reporting studies on social groups in the U.S.A. would be of interest and value to students in other cultures. It was felt that value of these books in foreign universities could be increased by (1) expert translations (2) inclusion of comparative data from other cultures when available (3) including references to locally available related works (4) producing cross language dictionaries of social psychological terms and (5) adding a supplementary introduction to each book pointing out the ways in which the methods and contents of the book may or may not be applicable in the local culture. The following recommendation was based on a rather long discussion of the above points.

*Recommendation 5* (a) In exporting works on social psychology attention should be paid to cultural, scientific and language distance between the exporting and the importing cultures. (b) In general we approve of translating works on social psychology whenever possible; translators should not only be expert linguists but also good social psychologists. (c) The use of foreign books will be lessened.

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- Culture

### *The International Availability of Publications*

The problems concerning the distribution of notices of new publications, availability of book reviews, cheaper editions of American books, distribution of statements of course outlines and research in progress from different institutions were discussed. The discussion seemed to point towards the need for a central clearing house for information on social psychology. A similar central information office for psychology was suggested by Bartlett in the meeting of the International Union of Psychology.

*Recommendation 6* A central clearing house for research in social psychology should be established with the following functions in roughly this order of importance: (1) clearing up the confusion of statements on the courses in social psychology (course outlines, textbooks used, any special methods employed, etc.) taught in various institutions; (2) distributing statements on ongoing research and research in the process of publication; (3) distributing annotated lists of recent books in social psychology to serve as supplements to such annotated bibliographies as the Harvard list; (4) distributing information (including critical reviews) on new works in social psychology; (5) distributing new works in the area of social psychology to selected scholars who find it difficult to acquire such works.

*Relation of Teaching to Research*

The following recommendation seemed to emerge naturally from the comments made by the group

*Recommendation 7* The close relation between teaching and research should be maintained in the training of social psychologists

*Teaching Methods*

After a brief discussion the following recommendation was agreed upon.

*Recommendation 8* Training in laboratory work and participation in group research projects should form a part of the training of social psychologists

*Exchange of Professors and Fellows*

To date most of the exchange of social psychologists has been for teaching purposes. The group felt that exchange of research professorships and fellowships should also be arranged whenever possible. An exchange professor engaging in group research in a new setting can contribute and learn at least as much as he does in the classroom. The group agreed that when exchange of professors for extended periods of six months to a year is not feasible a short term (a week or two) seminar given to advanced students could be very useful.

The chairman outlined the purpose and workings of Unesco's teaching missions and this led to considerable discussion on various aspects of these missions. More than half the members of the group indicated that they would welcome such teaching missions in their countries. It was suggested that the term teaching mission was perhaps not the most diplomatic name for such missions. If the countries wishing to have a teaching mission could let Unesco know what they expect such a mission to achieve, Unesco would be aided not only in evaluating the work of the missions but also in selecting the right persons.

*Recommendation 9* (a) Unesco's current programme of facilitating exchange of social scientists should be continued and expanded. (b) It is highly desirable to combine the teaching and research functions in the exchange programme. (c) Teaching missions in the general field of social science cover a wide area of interests. It is therefore desirable to arrange at least some of these missions specifically for advancing teaching and research in psychology and social psychology. (d) Teaching missions should be given a new name. Two suggestions: joint seminar study group.

*Social Psychology and Secondary Schools*

After a brief discussion on the following recommendation was agreed upon

*Recommendation 10* Social Psychology should not be taught in secondary schools. But whenever possible teachers in secondary schools should be made familiar with the work of social sciences particularly social psychology. This familiarity can be built up indirectly by group projects and workshops.

*Additional Recommendations*

*Recommendation 11* Departments of Psychology which do not as yet offer a course in social psychology should be urged to offer such a course. Where courses in psychology are not open to sociology students the sociology department should also offer a course in social psychology

*Recommendation 12* The Unesco Book Coupon Scheme should be extended to cover subscriptions to scientific journals also

*Recommendation 13* On receiving specific requests Unesco and the International Union of Psychology should aid in the publication of special (cheap) editions of important works in psychology and social psychology

*Recommendation 14* Unesco should consider the problem of making visual aids available in non American countries

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" On the group on behalf of Unesco and himself for taking part in and contributing to the success of the seminar Dean El Koussy spoke on behalf of the group and expressed deep appreciation to the Chairman and Unesco for arranging this very useful seminar

THE SOCIAL IMPACT OF  
INDUSTRIALIZATION AND URBAN CONDITIONS  
IN AFRICA SOUTH OF THE SAHARA

Abidjan 29 September 7 October 1954

DARYLL FORDE

At the invitation of the French Government and in consultation with the Commission for Technical Co-operation in Africa South of the Sahara a conference organized by Unesco was held at Abidjan from 29 September to 7 October 1954 on the Social Impact of Industrialization and Urban Conditions in Africa. Planned as a seminar for social scientists and administrators it provided a first opportunity for appraising the scope, methods and results so far achieved in this field and for the formulation of proposals concerning future research. The need for systematic social studies of urbanized and industrialized African populations has become increasingly apparent over the last 10 years and investigations have been undertaken in many parts of Africa. These have been diverse in objective and scope and variously linked



elucidation of social processes. They were being combined with social survey methods based on random sample interviewing to secure for statistical analysis specific information in accordance with a schedule. It was to be seen that the —

data to be secured by survey tended to be indiscriminate or ill related to basic problems unless the character and probable interconnexions of significant features of social relations and cultural patterning had been ascertained by intensive inquiry.

#### FIELD STUDY IN STANLEYVILLE BELGIAN CONGO

Unesco therefore made a contract with the International African Institute to carry out a field study in an urban area in tropical Africa and the institute sought to take as full advantage as possible of the findings of these reports. It was felt that to achieve results which would be of both theoretical and practical significance the study should be carried out by a small complementary team of field research workers who while bringing special skills to the securing and analysis of relevant data in different spheres would achieve a common approach to the inquiry as a whole.

In view of the fact that there were some recent and current studies of mining towns and ports it was decided that preference should be given to a well established and diversified urban centre which showed a considerable variety of full time occupation and division of labour. After discussion with Unesco and consulting with the governments of various African territories as regards the necessary permissions and facilities it was finally decided to conduct the research at Stanleyville in the Eastern Province of the Belgian Congo. A long established trading and transport centre at the head of navigation on the Congo with an African population of about 40 000 Stanleyville had been a railway terminal since 1906 became a focus for road transport in the twenties and saw a significant development of light industries in the late thirties<sup>1</sup>.

The scope and objectives of the inquiry were formulated to include an analysis of the contemporary social structure and the roles of various kinds of social grouping within it and an investigation of the range of factors contributing to the salient features and evident trends in the social system. Thus the inquiry involved a study of household kinship neighbourhood organizations cliques associations connected with recreational religious political and other activities as well as of class structure social mobility and patterns of authority within formal and informal groups. At the same time it called for discovery and analysis of the wide range of factors—whether deriving from European initiatives or from African traditions—which might be found to contribute significantly to the social configuration.

An international team of three field investigators comprising a statistical sociologist an ethnographer and a psychologist<sup>2</sup> was appointed for two

<sup>1</sup> The Belg Congo administration with Inst. t pour la Rech rch Sci tidg en Afrique Co 1 (IRSAC) m d g erous contrib tions in f cil les, equipen t nd pplemen ary gr which re gr f ly cks wiledred.  
<sup>2</sup> M V G P as (British) M E Clément (Belg) d Miss N Cydi (Fre h) respectively

years work on the project 17 months of which were spent in the field. A first report<sup>1</sup> presenting the results of a necessarily limited part of their investigations was prepared within the period and it is hoped to supplement this with further studies.

# THE RESEARCH CONFERENCE AT ABIDJAN

These reports and field studies afforded a background of experience on which to base a conference at which social scientists administrators and others could exchange ideas on the needs opportunities and scope for further research and to formulate views on the directions that such further investigations should take.

It was agreed that the conference should be a small one in the form of a seminar for which the research workers participating would prepare papers to be circulated in advance of the meetings. The papers were to include substantive results of research with special reference to the character of further inquiries that these suggested. The earlier reports referred to above were also circulated for consideration.

Every effort was made to include specialists concerned with the various investigations that had been recently carried out and to cover as wide a range of conditions as possible. Some fifteen research workers (social anthropologists sociologists and economists) prepared papers and apart from a few changes in personnel due to unforeseen circumstances participated in the conference along with technical officers and administrators nominated by interested governments. Representatives of the Department of Social Sciences of Unesco and observers from international organizations were

The Stanleyville report and the papers proposed for consideration. It is concerned with a number of main themes presented to the conference: are it possible here to illustrate their scope by a few examples. In the demographic field Mr Pons<sup>2</sup> study of the socio-demographic structure of the African townships (centres extra-coutumiers) of Stanleyville illustrated a period of time could be quantitatively assessed and also demonstrated the often beginning in outlying centres in rural areas and preceding true urbanization. The study also showed the complexity and uneven rate of change of the factors affecting the age and sex composition of such an immigrant population. A paper by D. Clyde Mitchell demonstrated for a number of years in southern Africa the ambiguity of and hidden assumptions involved in the term urbanization and showed that town-dwelling at a given point of time could by itself tell us little as to the type of social relations and values of the people concerned. It further showed the need in African urban studies if any satisfactory correlation with other social features was to be achieved of devising more effective means of measuring the degree of urban stabilization and suggested economical field and statistical techniques for this purpose. Mr Mercier in his account of a social survey by questionnaire in Dakar showed from the experience of his team that despite the considerable value

<sup>1</sup> Social Sciences / Technological Change and Urbanization in Africa South of the Sahara. Unesco, 1960.

of the results obtained as preliminary indications concerning matters hitherto the subject of guess work a more substantial demographic foundation more systematic sampling and hence considerably larger resources were needed to reach definitive results and secure correlations in a really large urban population. Subject to these limitations Mr Massé outlined some demographic results of the Dakar survey which suggested that while there was a low incidence of polygyny among the more settled urban population there appeared to be significant differences in its incidence depending on religious affiliation (Moslem and non Moslem in this case) and more accurately so according to occupation. Its incidence increased in proportion to income and social status from manual labour to supervisory positions and higher grade office work but fell sharply again in the professional and semi professional categories.

The descriptive material presented in many of the papers showed the very wide range of socio-economic conditions prevailing among the populations of different urban areas and the contrasts visible between centres so different as Dakar Kampala (Uganda) and the Northern Rhodesian copper belt. Differences in the technical conditions of industry in the ethnic grading of occupations and the roles of Europeans in the extent to which urban populations had become socially separated from rural areas were seen not only to be considerable but to challenge closer and more systematic inquiry into their differential effects on the structure of urban communities.

Both the character and the rate of change in social grouping and in institutional activities under urban conditions were shown to differ widely. At the same time industrial development and a complex division of labour were so recent and the general level of skill in industrial or commercial occupation at present exhibited by Africans so low that certain common features of economic and social patterning coloured every here by the control exercised by Europeans and occasionally by other ethnic groups was everywhere apparent. Europeans not merely provided the managerial and executive personnel but—as was illustrated by Doctors R. and C. Sofer from their Jinja studies—remained on account of cultural differences reinforced by far higher incomes socially remote from the African population.

A further example of parallel tendencies to which similar factors could be ascribed appeared in the accounts by Dr Hellman and others relating to urban South Africa progressive disintegration of wider kinship groups under urban conditions the decline in paternal authority and family solidarity where incomes accrue to individual wage earners who are absent from home during their working day. Generally speaking too family units tend to become not only less stable but more isolated and the individual—both adolescent and adult—tends to participate in new but often ephemeral associations connected with crafts cults and recreations. On these matters Mr Clément provided some preliminary documentation in the Stanleyville report. An analysis of the causes and effects of social instability and personal insecurity with special reference to Brazzaville A.E.F. was made by Mr Balandier. In this he showed how the urban environment which so often deprived the individual of adequate models for conduct and made him subject to conflicting sanctions favoured individualistic attitudes of improvisation and expediency.

Professor Malengreau in a paper on the orientation of sociological research in African urban centres urged that study should be focused on the com

prehensive investigation of these manifold symptoms of profound social and psychological disequilibrium and of the remedial measures that might be available. He outlined the many indications of such disequilibrium particularly among the urban *elites* in the Belgian Congo and considered some of the contributory factors. Since these involved questions of fundamental importance on the points of view of both sociological theory and social policy—between which rightly understood there was no necessary conflict—he considered they should be placed in the forefront as the common objective for studies of the various aspects of African urban life and as the criteria for selecting particular problems and data.

Miss Nydiar in the Stanleyville survey report and Dr Cyril Sofer in a paper on Social Structure and Working Group Behaviour (at Jinja, Uganda) analysed African roles and social relations in industry and provided valuable material on factors affecting performance and stability of Africans in employment. Both papers showed the importance to the latter of the type of relations and the effectiveness of communication with European supervisors.

For convenience of discussion the conference agreed to consider the following topics successively during its meetings: modes of access and incorporation of Africans into urban life; the assimilation of Western skills and values; urban rural and Western tribal relationships; domestic and neighbourhood relations; the character and extent of the development of classes; the emergence of externalized groups (*casual* elites etc.) relations between Africans and Europeans and other ethnic groups; methodological problems; the orientation of urban social research in Africa.

Although it was not possible to explore all these topics as fully as was desired an exchange of views took place and some agreements were obtained on the main problems on which committees prepared summaries of views and recommendations.

A review of the papers and of statements submitted showed that there was great diversity in the *mode of integrating Africans into industrial employment and urban life*. The *elite* significant differences in many respects between (a) stabilized townspeople (b) those who expected to return to a tribal area and (c) recent and temporary migrants. African urban centres also differed considerably in the respective proportions of these categories. The social significance of recruited migrant labour in a primary industry such as mining was for example very different from that of unskilled labour of indefinite duration in an urban area of diversified economy more complex processes of social and cultural change being manifest in the latter. Nevertheless a number of characteristic features were observed to be recurrent in many African territories. The ties of migrants with their communities of origin tended everywhere to be initially strong and where numbers from a given tribal group were substantial complex patterns of relationship cultural as well as economic were developed both between town and country and within the urban area. Since rural populations often depended substantially for cash income on remittances from urban migrants and since many migrants were insecure both economically and psychologically in urban life the social forces maintaining these ties were strong. At the same time relations between town and country were subject to great stresses and tended to weaken as urban populations developed new values and allegiance to new social groupings in



the towns. The frequently reported tendency especially among the more successful migrants increasingly to ignore their obligation to assist rural kins-folk could have serious repercussions unless compensatory rural development took place.

Urban migrants in most centres commonly found their initial social support among their kin or fellow tribesmen and traditional social groupings and the moral habits of such groups were thereby reinforced. But despite their initial importance for the migrant and their persistence in limited spheres their economic foundations were eroded by urban life more rapidly than new patterns of co-operation could be developed. This led in unfavourable circumstances to social isolation, insecurity and delinquency. At the same time new patterns of grouping (occupational, mutual aid in neighbourhoods, church organizations, etc.) did often assist a readjustment of values under urban conditions. A detailed analysis and comparative study of the processes involved in the reconstruction of urban communities was therefore considered to be of great theoretical and practical significance.

Discussion of the *Assimilation of Western skills and values* concentrated mainly on means of assessment since it was recognized that the objectives, findings and validity of different kinds of inquiry were the subject of misunderstanding and controversy. It was recognized that with regard to the assimilation of skills, aptitude and performance tests properly handled were of undeniable practical value and that sample surveys based on these might furnish useful assessments of certain levels of attainment. They did not however attack the more complex and difficult problem of analysing and weighing factors that affected capacity for and rate of assimilation. This involved *inter alia* the possibility of valid psychological testing under African conditions for mental faculties relevant to the work situation, etc. Miss Lydias had described a procedure in devising and applying tests in

for modifying and of the local conditions including the cultural background of subjects she held that significant results could be obtained which did not as some suggested merely confirm the conclusions of the field ethnographer. Most participants agreed that psychological testing could provide a valuable means for ascertaining the prevalence and distribution of certain capacities and affective conditions among an African population and for inquiring into possible socio-cultural factors influencing them. But concern was expressed at a certain proneness to expect from such tests a short cut to the discovery and explanation of social phenomena. Intelligence testing by the usual techniques under African conditions so strongly reflected Western schooling under Western education appeared to be virtually restricted to testing achievement under Western education. Apart from aptitude tests situation and attitude tests appeared on the limited information available to be yielding the most promising results but there was need for an assessment of the various techniques under experimental conditions on common samples and in a defined frame of reference to compare their significance. Provision of facilities for such an inquiry was strongly recommended.

It was also recommended that since a good deal of work appeared to be carried out in isolation means be sought to provide for a more effective interchange of information on the use of psychological tests for various purposes in the African field.

The inclusion in questionnaires or in interviewers aide mémoires of direct questions on the assimilation of Western values was regarded with some reserve since the frame of reference of replies would be so largely unknown and variable. It was generally recognized that assessments concerning this complex subject had to be synthesized from data of many kinds and since difficulties of communication and interpretation were considerable questionnaire methods were not appropriate except in so far as they could furnish data on behaviour that would give an accurate diagnosis of assimilation or otherwise. Interview and life history material could provide significant evidence as to westernization of attitudes.

Several participants notably ethnographers and social anthropologists insisted on the importance of recognizing westernization as a relative and partial process which took place in a varying context of persisting traditional values. There should therefore always be direct and careful study both in the urban areas and in the tribal areas from which urban populations had been drawn of the character and foundations of traditional values and of the influence they had on the assimilation of Western attitudes. This point was taken up again in the subsequent discussions on urban rural and Western tribal relationships. The importance of giving as much weight to urban studies to intensive studies of cultural patterns and social institutions as to social survey investigations by schedule was endorsed and the conference adopted the recommendations of a committee which considered this question further namely that

- 1 There is need to provide for more co-ordination of research plans in urban research in Africa and provision for the regular circulation of information on aims, methods, progress and results and for the orientation of investigations on recognized common problems is desirable.
- 2 There should be systematic study of the need and scope for the collaboration of sociologists and anthropologists in African urban research since the methods of both are indispensable and can be mutually helpful. Urban studies should be accompanied by parallel studies of the associated rural environments.
- 3 Reports which can be submitted for the guidance of the social policy of the responsible authorities should be put forward as research objectives for studies which had emerged from the discussions were also approved.
- 1 A comparative study of new urban areas created by recent economic development under Western colonization on the one hand and of African towns which had developed prior to colonization on the other.
- 2 A quantitative and functional study of urban associations to define their situation and their relation to the social structure as a whole.
- 3 A study of transferred traditional institutions and cultural patterns in urban environments in order to examine how far such transfers are adaptive and effective.
- 4 A study of the changes of social scale involved in urban life in order to determine the types of situation and institution that contribute to the establishment of large scale organization.
- 5 The study of economic relations between urban and rural communities including the circulation of funds between the two and the patterns of accumulation of savings and capital as between the two and the patterns of

consumption in each Quantitative data on these are needed and their contribution to social change should be examined closely In reviewing domestic and neighbourhood relations an almost universal tendency towards a more autonomous but unstable conjugal family with weak parental control was observable but this appeared to be attributable less to positive westernization than to the effect of urban occupational and residential conditions which generally went against the maintenance of extended family and paternal influence in the urban household On the other hand considerable differences in family structure were observable both within and between African urban populations The influence of a number of variable factors was discussed such as strength of rural connexions degree of ethnic grouping within urban areas continuance of traditional authority patterns level and security of incomes and Western educational and welfare agencies The need and opportunity for close study of the operation of these factors and the effects of variations in different urban centres were stressed

The practical importance of a closer study of social breakdown in domestic and other small groupings was recognized but facts were presented from a number of urban areas in West and East Africa which suggested that crude data on ill defined samples concerning e.g. high divorce rates juvenile delinquency and crime were of very limited sociological value Even when their incidences were reliably established their significance was very difficult to interpret without an intensive study of the social context Studies in this field should not therefore be of an ad hoc character

There was evidence to show that the importance of the neighbourhood as a field of social intercourse and mutual aid was variable and unstable In early stages of settlement localities with a high degree of ethnic homogeneity often developed an *esprit de corps* which could be of service in administration social welfare etc However with increased differentiation of occupation and education and all too frequently under inflexible or congested housing conditions the *esprit de corps* did not appear to be long sustained Closer study of the prerequisites of initiative and responsiveness on the part of neighbourhood associations in the larger urban areas would be of value to those concerned with local government and welfare organizations

Consideration of the character and extent of the development of class divisions and of the emergence of more fully westernized sections of the population brought out some significant contrasts between different territories relating to differences in both the duration and the economic context of the process of urbanization and to whether government policy tended to encourage or to limit educational and occupational advance As compared with Western countries class divisions among Africans were on the whole weak and did not reflect a corresponding range of differentiation in incomes or social norms This was clearly related to the fact that nearly everywhere in urban situations the upper class both economically and socially consisted of Europeans and in some areas Asians who alone possessed the managerial and professional skills essential for industry and Western commerce and the high incomes that these commanded The vast majority of African urban populations consisted of unskilled workers with a few artisans and small traders At the same time there were important differences among urban areas in the degree of occupational and social differentiation At one end of the scale there were established ports and commercial centres in West Africa with a stable literate middle class engaged in professions commerce and administration and at the other there were recent mining

townships and locations in Central and Southern Africa populated almost entirely by unskilled or semi-skilled labour

Although Western cultural patterns appeared generally to confer or symbolize high status among urban Africans no close parallels with Western class systems should be assumed or expected. In British and French West Africa where the *crite* is for upper class status among Africans were fairly definite these were often complicated by persistence of traditional statuses and combinations of the two patterns e.g. chiefs were sought by the westernized generation of a growing self-consciousness among the younger urban as well as in French West Africa was also thought to have parallels in some other areas

Studies in many areas showed that definite social ranking of new occupations was very general and that there was a growing tendency for closer associations and self-consciousness within such categories as professional clerical skilled and unskilled workers. This afforded a starting point for an empirical study of the processes and consequences of class formation. An important source of conflict seemed to lie in oppositions between traditional concepts of status and rank and those developing in urban societies. In the former status was predominantly ascribed and respected as such in the latter it was achieved in terms of Western skills and consumption and was often linked with strong competitiveness and a rejection of traditional obligations. A careful study of the extent of such conflicts and their effect on the acceptance or rejection of social obligations was considered desirable.

Attention was called in this connexion to the changing role of women with regard to westernization. In an early phase as for example today in some urban centres of the Belgian Congo and in the Union of South Africa 20 years ago wives of educated Africans were rarely literate and took no part in Western activities. In South and West Africa today such wives were usually educated and often the pacemakers in westernization of domestic and social life. In early phases of westernization political leadership was commonly expected from any and all of the few educated Africans but in the more developed areas professional politicians had now emerged. Western political movements were also re-establishing links between urban and rural areas on a new territory wide basis. Urban centred leadership of rural areas which retained only a sentimental significance for the urban population. While such developments had proceeded much further in one territory than in others there were indications of a common trend which merited historical and comparative study to bring out the significant phases and processes.

In reviewing *Urbanisation in Africa and Europe* the conference recognized that while in some social contexts in certain territories status and authority transcended racial difference the axiom of white superiority and the stereotypes associated with it predominated in inter-racial relations. Areas of permanent white settlement on the one hand and territories in which Europeans in general remained only for a period of service showed overall contrasts in the rigidity of racial barriers and the heightening of tensions. Inter-racial cleavages tended to be more acute and the visible presence of Europeans in the concentrations of population and the visible presence of Africans were considerable numbers. Both the European and African populations were becoming most diversified in education and status in urban areas where

anomalies of racial discrimination most frequently appeared and were most strongly resented

Comparative studies were urgently needed of race relations in urban areas with reference to differences in types of economic activity occupational mobility the size and stability of white populations the impact of European customs and legislation affecting the civil status of Africans Experiences gained in studies of race relations and concomitant attitudes among ethnic groups in South Africa should prove valuable in framing research programmes elsewhere Particular attention was called to the need for studies of legislation affecting race relations some of which had been framed at periods when the social and cultural separation between Africans and Europeans was far greater Where they no longer corresponded to cultural and social realities legislative restrictions tended to become the focus of racial antagonisms Historical studies of the changing functional relations between ethnic groups were also needed to present and document the considerable though little recognized changes that had occurred over the colonial period Such studies should include consideration of the impact of the African environment on the way of life and attitudes of European expatriates and settlers

The committee in reviewing the discussion noted that the extent and direction of the changes taking place in the racial hierarchy which had resulted from the initial dominance of Europeans varied in relation to differences in early contacts demographic conditions official ideologies and levels of economic development It considered that differences in inter racial attitudes should be studied in terms of the wide variations in legislative framework administrative practice and customary behaviour Since the rights and obligations which different racial groups were permitted and expected to exercise and their own attitudes were conditioned by a great number of variables it was not possible to make valid generalizations for Africa as a whole More factual studies regarding the conditions under which different groups lived worked and were governed were needed for comparative purposes Further research was also required on race attitudes for which techniques should be employed to determine focal points of interaction and the character of group stereotypes. The degree of correlation between race attitudes and such variables as income level educational standards and length of urban residence should be systematically investigated Investigations should be embodied in legislation type situations e.g. where racial differentiation was embodied in legislation where it stemmed mainly from inequality of opportunity connected with differences in skills and resources Studies of race attitudes should include all ethnic groups in the population and should be associated with inquiries into class structure and patterns of ethnic relations with a view to ascertaining the conditions in which racial solidarity tends to be reinforced or outweighed

In a concluding session on the general orientation of future research an attempt was made to review the African urban situation as a whole and to consider the main objectives of research The general characteristics of rapid and largely uncontrolled growth of culturally heterogeneous populations—high instability and lack of social cohesion—were generally recognized There were however considerable differences of view as to the lines on which scientific research could or should attempt to contribute to the solution of problems involved in improving the social life of urban areas

Professor Malengreau urged the importance of practical objectives and of

concentrating research on the study of the causes and means of alleviating a pervasive *malaise* which he had characterized in his paper as one of apathy or despair arising from the social insecurity and frustration of Africans living under westernized conditions. He and others stressed the importance of a close examination of this question by psychological and other methods. Thus it was suggested would provide a guide to the selection of worthwhile problems and reduce the tendency to collect descriptive data somewhat indiscriminately. While its central importance was recognized by the conference the view that particular field researches could as a general rule be explicitly directed to the diagnosis and alleviation of this condition was challenged by others. Such a goal could not be reached directly if it were agreed that the many indications of social and psychological maladjustment among urban African populations were end products of the operation of complex processes of social and cultural change which were by no means fully understood. Diagnosis of causes and effective proposals for improvement would depend on greater understanding of a middle range of problems concerning e.g. factors affecting the propensity for urban migration the degree of residential stability of populations the amount and cause of economic and psychological insecurity the emergence of new social and material goals in different categories of the population. All these questions it was held required painstaking and objective research.

There was considerable support for Dr Hellman's view that a general frame of reference for these intermediate problems could be found in a structural approach. Studies although differing widely as to scope and method might through a full analysis of the social context contribute to a better understanding of the character causes and effects on the individual of the rapid changes in social structure and of the possibilities for restructuring social relations. It was also widely felt that special attention needed to be given to the analysis of changing values and motivations and to the extent that they were adjusted to technical economic and other conditions. After further discussion a resolution drafted by a committee was adopted by the conference recommending that the study of the social conditions of urbanization in Africa South of the Sahara should be mainly focused on the observation and analysis of social processes and of individual and collective behaviour that are contributing to the restructuring of urban life.

- 1 It is hoped that particular attention will be paid to categories
- 2 The new values and motivations that are emerging within the various social categories
- 3 The degree of mutual integration of groups of different ethnic origin and social status
- 4 The effects of education wider knowledge and experience at all levels upon the integration of urban communities
- 5 The facilities afforded in this field by administrative religious institutions and industrial concerns

# INTERNATIONAL SOCIAL SCIENCE BULLETIN

## APPENDIX I LIST OF PARTICIPANTS

### Chairman

Professor Daryll Forde (United Kingdom)

### Participants

*Social scientists from the region* Professor Georges Balandier (France) Dr Pierre Clément (Belgium) Professor Arthur Doucy (Belgium) Dr A. L. Epstein (U.K.) Professor Pierre Feldheim (Belgium) Dr André Hauser (France) Dr Ellen Hellmann (S. Africa) Professor Guy Malengreau (Belgium) Dr Merran McCulloch (U.K.) Dr Y. Mersadier (France) Dr V. G. Pons (U.K.) Dr Rhona Sofer (U.K.) Dr A. W. Southall (U.K.) Dr Nelly Kydias (France)

*Administrators and technical officers nominated by the following governments* Belgium: Mr V. Brébant; France: Messrs B. F. Hepp, Philippe Yacé; Niangoran Eyempu; Italy: Mr L. Grottanelli; Spain: Mr J. J. Castrillo; United Kingdom: Mr R. K. Gardiner.

### Observers

World Health Organization; Mr J. P. Lebeuf  
Commission for Technical Co-operation in South Africa; South of the Sahara  
Mr P. Henry  
Dr Clarence E. Glick (U.S.); Dr Daniel F. McCall (U.S.); Miss Mary Coffee (U.S.)  
Mr Donald R. Thurrow (U.S.); Mr S. L. Boutlier (France); Mr B. Holas (France)  
Miss Dupré (France); Miss Crapuchet (France)

### Unesco

Messrs Guy de Lacharrière, H. M. Phillips

## APPENDIX II LIST OF WORKING PAPERS

- Unesco/SS/Af Conf/1 Memorandum
- Unesco/SS/Af Conf/2 Social Implications of Technological Change and Urbanization in Africa South of the Sahara
- Unesco/SS/Af Conf/3 Urban African Social Structure and Working Group Behaviour by Cyril Sofer
- Unesco/SS/Af Conf/4 The Development of Social Groupings among Urban Africans in the Union of South Africa by Ellen Hellmann
- Unesco/SS/Af Conf/5 An Experimental Investigation into the Standard of Living of an Urban Population by Y. Mersadier
- Unesco/SS/Af Conf/6 Determinants of the Social Structure of African Urban Populations—with special reference to Kampala by Aidan W. Southall
- Unesco/SS/Af Conf/6/Add 1 Some Problems of Statistical Analysis in Community Studies by Aidan W. Southall
- Unesco/SS/Af Conf/7 An Experimental Investigation conducted by means of Questionnaires in the town of Dakar by P. Mercier
- Unesco/SS/Af Conf/8 The Mechanization of Agriculture in African Societies by A. Hauser
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Unesco/SS/Af Conf/15 Provincial Age Data  
Unesco/SS/Af Conf/16/Rev 1 List of Participants  
Unesco/SS/Af Conf/17 Notes sur quelques effets de l'industrialisation dans deux districts du Congo belge par A. Doucy et P. Feldheim.  
Unesco/SS/Af Conf/18 Observations sur l'orientation des enquêtes sociologiques dans les centres urbains de l'Afrique Noire par Guy Malengreau.  
Unesco/SS/Af Conf/19 List of Working Papers

## UNESCO AND THE DEVELOPMENT OF SOCIAL SCIENCE TEACHING

Progress Report and Analysis of Regional Round Tables

The swift development of the social sciences during the past 25 years and the increasingly important part which they are called upon to play in the reorganization of the modern world, have prompted Unesco to consider the methods of social science teaching presently employed in the different cultural regions.  
The purpose of this report is to describe the work accomplished under the project in the development of social science teaching through the regional round tables to show results achieved in 1953-54 and to identify certain future activities which will follow in the framework of the work already likely to lead to further progress in knowledge of man and society.

## INQUIRY INTO THE TEACHING OF THE SOCIAL SCIENCES

Unlike most other great branches of learning the social sciences have by no means reached an qualitative development in the various parts of the world. In some countries they occupy an important place in higher education in their title social science is taught in more or less curricula and teaching methods vary considerably from country to country.  
Therefore taking account of the part which the social sciences teaching should play in training for citizenship and of its potential contribution to the improvement of international understanding the General Conference of Unesco at its fifth session (Plen. 95) authorized the Director General "To undertake surveys in member States of the types of courses and methods of instruction in the social sciences (Resolution 3.15) and at its sixth session (Paris 1951) "To formulate the results of the survey carried out in 1951 into the teaching of the social sciences so that Member States and the competent international organizations may derive therefrom usable principles for the development and improvement of the teaching of social sciences.  
In order to conduct a general inquiry into the teaching of social sciences the Secretariat needed a definite notion of their content. It therefore decided to adopt the



empirical method of requesting a group of international associations specialized in the social sciences to assume responsibility for the inquiry in their own particular fields (Appendix 1)

## RECOMMENDATIONS BY THE INTERNATIONAL MEETING OF EXPERTS 1952

As the final stage of the inquiry an inter-disciplinary meeting was held in Paris from 16 to 19 September 1952 in order to formulate a series of recommendations regarding ways of improving existing methods of social science teaching. A detailed account of these recommendations will be given in the next paragraph. This meeting of 20 experts from 11 different countries was required to consider in the light of the data collected and presented by the rapporteurs general all the work accomplished since 1951 and to study certain problems which it was apparently essential to solve if social science teaching in universities was to be developed. The main problems were as follows: (1) the status of the social sciences in universities; (2) the place of social sciences in general education and their role in training for certain careers; and (3) the training and recruitment of university teachers and teaching methods. The experts' recommendations were submitted to the General Conference of Unesco at its seventh session and distributed by the Secretariat.

In approving the experts' report the General Conference at its seventh session decided that the inquiry into social science teaching should be followed up by practical achievements. To that end it passed the following resolution:

The Director General is authorized to encourage social science teaching in universities and secondary schools emphasizing the contribution that such teaching can make to human progress and to education for living in a world community (Resolution 3.141).

The work plan based on this resolution gave the Secretariat a threefold task for 1953-54: (1) the publication of the results of the inquiry as practical booklets that could become a useful source of information for any persons responsible for social science teaching; (2) the holding of three regional round tables in order to steer a middle course between general discussion of problems at the international level and the decisions to be taken at the national level; and (3) the organization of missions of experts to assist Member States directly in fields chosen by them.

## MISSIONS OF EXPERTS

In the budget for 1953-54 the Secretariat had made arrangements for the despatch of a mission of one or two experts who would be placed at a government's disposal upon request for assistance in developing social science teaching in a given country. As 20 requests were received in 1953 the Executive Board authorized the organization of four missions in 1954 chosen to satisfy demands from different regions.

Missions organized for Costa Rica and Guatemala were begun at the end of July and lasted till December 1954. The expert chosen for both countries was Mr. René Clémens, Professor of Sociology and Economics at the University of Liège, Belgium. A third mission was organized at the beginning of September 1954 for Pakistan and the expert chosen was Professor André Bertrand, Director of Studies at the École nationale d'administration, Paris.

The fourth mission is being organized with the Greek Government. The expert selected is Professor J. P. Haesaert, former Rector of the University of Ghent, Belgium, and Permanent Secretary of the Royal Flemish Academy of Science and Arts.



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ORGANIZATION REVIEWS ANNOUNCEMENT

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It n as yet too ea ly to report on the suc ess f y of these f ur miss ons but the m can be d muned as be eport on the organ n, o eorgan zat on, or modern zat on of social c tea hung t p s vided a each of the co ntries By the end of 1910-11 w g eq sts f miss ns remained for ns derat on in 1915-56 Afghanistan, B az i Burma Colomb a D m m n Republ c, Ecuador H nduras i donesia, Iran, Libya Nepal N caragua Peru Phil ppnes Tha land, Yugoslavia.

REGIONAL ROUND TABLES

REGIONAL ROUND TABLES IN 1954

TABLES IN 1954

Lastly the Secretary General of the United Nations, Mr. Dag Hammarskjöld, in his report to the General Assembly, stated that the United Nations had been established in 1945, and that it had since then been working for the maintenance of international peace and security, and for the promotion of friendly relations between States.

These United Nations tables did not group all the Member States of the United Nations, but only those which had been admitted to the United Nations since 1945. The tables were held in the United Nations Secretariat Building in New York, and were held in the United Nations Secretariat Building in New York, and were held in the United Nations Secretariat Building in New York.

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by the above-mentioned international meeting of experts held in 1953 where a follow up of the whole problem first at the regional and then at the national level was already anticipated

The many problems put forward by the experts in 1953 were thus re-examined point by point by the three groups of governmental delegates and experts from South and South East Asia, the Near and Middle Eastern countries and the Central American and Caribbean countries

## GENERAL MEASURES AND GOVERNMENTAL SUPPORT FOR THE DEVELOPMENT OF SOCIAL SCIENCE TEACHING

There was a temptation for the three round tables to start the discussion with a philosophical analysis of the scope, the essential significance and the delimitation of the social sciences. However, these deeper underlying aspects of the problems treated were only mentioned briefly in the introductory speeches of the three meetings. The round tables were opened by such eminent personalities as H.E. Dr. S. Radhakrishnan, Vice President of the Republic of India and Chairman of the seventh session of the General Conference of Unesco, H.E. Mr. José Figueres, President of the Costa Rican Republic and H.E. Mr. Nihad El Qasem, Minister of Education of the Syrian Republic.

In the working sessions the participants in the round tables then explicitly renounced any search for a clear definition of the social sciences in a theoretical sense and limited themselves to the discussion of common practical problems as they arise currently in the university teaching of the social sciences from the governmental as well as from the scientific and non-governmental angles.

Participants in the three meetings agreed to recommend to the governments that more attention be given to more efforts and more funds should be devoted to the promotion of the social sciences. They recognized that Unesco could usefully assist the governments in the task but agreed that the final aim was the development of the social sciences at the national level within each national system of education. The organization of national round tables and conferences as a necessary follow-up to these regional meetings was hence considered as fundamental to the full success of the project.

Among the widely varied measures to be taken by governments other than increased financial support the following were mentioned:

### National Professional Organization

In connexion with the more general aspects of developing the teaching of the social sciences the regional meetings touched upon the question of the national professional organization in the social sciences. The recommendations being

1. That where national academies or national research councils already exist they should include the social sciences and give official recognition to work done in this field.
2. That governmental or non-governmental national social science research councils should be created and be enabled to sponsor and co-ordinate research to help in the building up of documentation centres and to consult with governments and universities as well as with specialized research institutions.

At the present time the creation of such social science research councils is being prepared in India and in Turkey.

Furthermore, the international meeting of 1952 had stressed that the teaching of the social sciences could only develop favourably where teachers are given complete freedom of thought and expression. This recommendation was tacitly accepted by the three round tables. The Damascus experts recommended that governments should in order to elevate the status of university professors create a special grade for them as distinct from other civil servants and also stressed that the academic liberty of professors had



*Unity and Status of the Social Sciences*

In connexion with the general discussion of the status of the social sciences in the universities the meetings agreed on the necessity of considering the social sciences as a unit. The common aim of the social sciences being the objective knowledge of social reality only the acquisition of progressively broadened knowledge can allow for the function of the social scientist. The teaching of the social sciences must in the first place ensure the creation of a pool of specialists who are completely familiar with the methods of the disciplines the main results obtained and the practical contribution they can make towards the solution of problems raised by social dislocation and disequilibrium. It was stressed by each of the round tables that a full development of the teaching of the social sciences in universities was only possible if close links were formed or maintained between specialists of different disciplines. It was considered in fact that each distinct discipline was dependent for its own momentum upon the regular progress of other related scientific branches and methods. The Delhi meeting went further in this direction than those in San José and Damascus by stating that all conclusions reached by one discipline are potentially relevant to all other disciplines because of the fundamental unity of the subject matter of all the social sciences.

In agreement with the earlier international recommendation that universities should be pressed to develop social science teaching with the aim of achieving a satisfactory balance between all subjects they stated that this presupposes the existence of an adequate and fully trained teaching staff within growing departments. They were however of the opinion that the target of full study programmes for each discipline set by the international meeting of experts should not be interpreted as being opposed to the introduction of new subjects which cannot yet be taught on the same scale and at the same level as those which are better established. The Delhi meeting strongly recommended the gradual introduction of new subjects by making them at first a subsidiary part of existing disciplines and then developing them step by step to fully independent status.

The San José experts made much stronger recommendations on the actual unification of study plans within their region and recommended that the Member States should with the help of Unesco and other international bodies such as the Union of Latin American Universities embark upon exchanges leading to multilateral agreements on the mutual recognition of studies effected and the degrees or diplomas awarded in the social sciences.

Whereas the international meeting devoted great attention to the problem of organizing faculties or at least departments of social science and to the best way of integrating them into traditional university structures this question was not much discussed by the regional meetings. The Delhi and the Damascus meetings however stressed that the social sciences should be taught within one consolidated section and Damascus specified that they should be organized preferably within the Faculty of Arts.

*Role of the Social Sciences in General University Education*

The international meeting of experts in 1928 had expressed some hesitation about the stage at which courses in the social sciences should be introduced although the ultimate necessity was unanimously recognized.

Some of the regional meetings were confronted by the following dilemmas the advantages of all round orientation before specialization versus the disadvantages of the inevitable superficiality of any general introductory courses the advantages of general courses after specialization versus the sacrifice of broad views at the beginning of studies.

The regional meetings tackled this point lightly & differently. The Damascus meeting favoured general courses given to the beginning of university studies. The San José meeting stressed the favourable results that had been obtained by already current compulsory subject through all universities of the region. As to the Asian meeting, the compulsory general course in the introductory year given as a view of social institutions & later studies giving a comprehensive view of all social sciences which the student would undertake after thorough training in a selected special subject.

Three meetings considered the problem of general courses for students of the social sciences & the student's selection. They favoured general courses to stage the social sciences as public servants. Social workers, architects, and other professions, lawyers, professional managers, doctors, and engineers, they stressed the necessity of providing some social science training to all of these professional groups within the programme of the university. They also stressed that students of the social sciences and students of other professions should be fitted into the same general category with no distinction.

### Training and Research in the Social Sciences

In full agreement with the international group of experts, the three round tables recognized the close connexion between research and teaching. They fully endorsed the recommendation that the training of research workers to develop fundamental research was fundamental. They also stressed the importance of the application of empirical methods in training. They stated that wherever it is useful, the undergraduate student should obtain a training in making his own contribution to the knowledge of the social sciences. The graduate student must be fully instructed in the techniques of empirical research and of an elementary statistical method. The Asian meeting which discussed this question in great detail decided that at a preliminary stage the student should be introduced to the borderline cases of his discipline. Thus, in the human sciences, the student should be introduced to the primary problems of his discipline. It was felt that this stage should precede the more advanced work. The project problems must be done by teams of students of different disciplines. The Damascus meeting which has given the greatest importance to this problem, stressed that the training should be carried around the urgent problems of the student's community and should be connected with hygiene, tribal settlement, industry, and so on. The three meetings were fully aware of the importance of an adequate basis between universities & the governmental research institutions. It was felt that the perfect community should be made the national level as a country had to develop its own social and economic life. The three meetings agreed that the two existing possibilities were a very close one and that the social sciences must be taught by application of the social sciences. This latter recommendation was made explicitly by the Asian meeting but was implicitly repeated with further discussion by the Damascus and the San José meetings. The Damascus and the San José meetings also stressed the importance of the regional level.

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*Recruitment and Training of University Teachers*

Much attention was given by the three regional meetings to the training and education of university teachers in the social sciences. The three meetings fully agreed with the fundamental recommendations made by the international meeting including that concerning professional qualifications and burden of work. They did however discuss some specific problems related to their regions of which the following may be singled out.

The Asian meeting was aware of the difficulties met by isolated college teachers in contacting their universities urged that regular meetings of the social science teachers of each university be held. These would constitute brief refresher courses giving information also on new teaching experiments as well as new literature in each field. At the same time these meetings would help to develop co-operation between the different social sciences. In addition to the demand for an adequate salary allowing for full time work of university teachers it requested opportunities to devote time to research and the improvement of qualifications by periods of study leave with pay. It felt that the main difficulty in the region was the work load imposed upon young teachers.

The San José meeting was faced with one crucial problem of university professors in Central America the lack of funds for the endowment of full chairs allowing for whole time teaching and research at reasonable salaries owing to the inadequate economic development of the region. It suggested that an appeal be made to governments for the allocation of the largest possible amount to the national public education budgets for this purpose. Consideration also is to be given to the question in each country on an international level through the co-operation of the secretariats for home affairs commerce agriculture education and health who in the opinion of the San José delegates should merge their efforts for developing the various university disciplines in the social sciences.

At the Damascus meeting stress was laid upon the need for financial support for social science teaching and the aforementioned recommendation urging the creation of a special class of civil servant for university professors where the scientific institutions depend on governments.

TEACHING METHODS

The discussion of teaching methods by the three meetings emphasized the following general recommendations.

*Organization of Teaching*

In addition to lectures it is necessary to organize seminars written papers field work reading the commenting of texts and that in the Anglo-Saxon systems is known as tutorials or in the countries of Latin America as *trabajos dirigidos*. The essence of this recommendation is that the teaching method employed should be adapted to the student level that they should give the student an opportunity to work as well as contacts with his teachers. It was felt that the development of this method depends upon further study by national conferences and especially through country by country contacts between social science teachers of different universities and training students to exist. The three meetings underlined the importance of training facilities to the maximum. Finally it was stressed that university teachers in the social sciences should be completely informed of the various methods of teaching and research and as the San José meeting noted



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The discussion of teaching method by the three meetings emphasized the following general recommendations.

*Organization of Teaching*

In addition to lectures it is necessary to organize seminars. Written papers should be read in the commenting of texts and that in the Anglo-Saxon terms is known as tutorials or in the countries of Latin America as the "seminario de practicas". The essence of this recommendation is that the teaching method should be at a level that were small should be largely and real time and adapted to the student level that they should give the student an opportunity for team work as well as contacts with teachers. It was felt that the details of the method depended on further study by national conferences and especially the country branches. The existing social science teachers of different universities and students to the maximum. Finally the libraries as fully as possible and of extending facilities to the maximum. Finally it was stressed that university teachers in the social sciences should be completely informed of the various methods of teaching and research and as the San José meeting noted.

The Damascus meeting favoured the creation of national research councils but added that at least one regional institute for the integration of social sciences should be established pending the establishment of national institutes. One of the suggested activities of such a regional body would be the publication of a special bulletin of social studies for the Middle East communicating to social scientists the latest results of research undertaken in the region. A document notes that the most pertinent research under question is of national importance and was recommended to proceed on with the employment of rather timid steps towards unification of study programmes as affirmed by the adopted by the Damascus meeting. A standard plan for integrated study of the social and finite evolution was depicted however concerning the bodies that should implement these evolutionary activities. The text implies that for the Arab League, whereas the countries that participated in the meeting might be taken by the Arab League whereas the creation of regional employment centres should be decided by the Middle Eastern Government. A document notes that UNESCO's assistance in these projects is expected.

*Central America and the Caribbean Area*

The meeting specifically mandated the José meeting under its resolution V regional civility was put forward by the Secretary General to establish a higher institution of economic development in the Caribbean area. The general meeting delegates and experts of San José stated in several of the recommendations that evolutionary initiatives were necessary for assisting the Central American and Caribbean countries in sound development of their social sciences. Thus the following general points were mentioned:

- Exchanges of instruction and students and appointment of guest instructors to raise academic standards.
- Cooperation with the United Nations and a good basis of methodology in several fields.
- Creation of a basic training programme and opportunity for specialization in specific categories of social problems.
- Cooperation by UNESCO in the field of Latin American Universities for changes in studies affected or degrees of multidisciplinary agreements and mutual recognition.
- Other general recommendations.

The meeting also discussed the following:

- Adoption of a basic training programme and opportunity for specialization in specific categories of social problems.
- Creation of a basic training programme and opportunity for specialization in specific categories of social problems.
- Cooperation by UNESCO in the field of Latin American Universities for changes in studies affected or degrees of multidisciplinary agreements and mutual recognition.
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- Other general recommendations.

*Adaptation and translation of classics and readers* As mentioned before the question of adaptation and translation is a different one for each region. The Asian countries need adaptations and cheap English editions. It is proposed to implement this recommendation under which Unesco would first submit to National Commissions

or another may be chosen as a basis for discussion with the author and the editor of this book. An endeavour of an Asian social scientist, what is commonly called a companion volume, which would clarify to Asian students the occidental concepts used by Western social scientists and in addition enlarge the text by examples taken from Asian situations and Asian problems. The Asian countries wish however to complete this limited programme of adaptation of certain books for use in university training by a much larger programme of cultural exchange through translation and dissemination of great works of Asian and African literature and philosophy (see proposal submitted by India to the General Conference in document E/CONF/16).

and the essential importance of good Spanish translations. The question of suitable

that would facilitate the purchase of books, pamphlets, periodicals, tapes and films if purchases were made simultaneously by several countries. This exchange would also keep fully abreast of further material for possible Spanish translations and of opportunities for the cheap production of texts to be used in research and training. Damascus meeting emphasized strongly the importance of translation of the social sciences into Arabic and requested

### *Examinations of Students*

This question was only touched upon by the international meeting and the Asian meeting. The international group had recommended that greater attention be given to background knowledge to those disciplines bordering the speciality chosen by the student and to the necessity of writing a thesis to qualify for the M.A. (or licence) and for the doctoral degree. The Asian group insisted that rigidity in examination should be avoided and that progress in teaching methods should go hand in hand with changes in the type of examination questions put to social science students. They felt that it was important to accord great attention to a student's thoughtfulness and intellectual maturity and not only to his ability to memorize books.

### REGIONAL ORGANIZATION IN THE SOCIAL SCIENCES

#### *South and South-east Asia*

The Delhi meeting favoured regional activities only in relation to preparation and adaptation of some teaching material. It made no recommendation for the creation of regional organizations and preferred to recommend the development of national initiatives and stated that organizations of the type of social science research councils are needed to co-ordinate research, to build up centres of documentation and to assist governments and other interested bodies in their efforts to develop social science teaching in their countries.

Delhi Recommendations, Part I para. 2. San José Recommendations, para. 1113 and 6. Delhi Recommendations, Part I para. C.

precisely those kinds of activities for which they wish to submit specific demands. Thus for example the paper by consultants of the establishment of a High Commission for Economic Development in the Caribbean area might well be undertaken under paragraph E of resolution 3333.

As these activities are unfortunately far from sufficient to meet all the requests and suggestions submitted it is hoped that the United States work may act as a catalyst in bringing about potential regional and national impetus towards widespread movement of the development of social and economic change.



CONCLUSION

The three round table conferences organized in three such very different regions as South and South east Asia the Near and Middle East and Central America and the Caribbean area have proved to be extremely useful as a first decisive measure towards the implementation of the international recommendations adopted in 1952 by a conference of experts

The meetings provided Unesco with an invaluable opportunity for learning the specific needs of Member States in the field of social science teaching. Such detailed work could never have been achieved by an international meeting which could necessarily have had to remain at a more general level. As the improvement of social science teaching depends ultimately on action taken at the national level, it was essential that Unesco be fully acquainted with the kind of assistance that can facilitate this national action in each of its Member States.

The meetings furthermore gave countries with common cultural backgrounds and similar educational systems an opportunity for an extensive exchange of views and for a comparative analysis of their problems and difficulties. It also provided a forum for the findings found by each country for its difficulties, thus facilitating the

environmental  
national frame  
national level

of reference in other

FOLLOW UP OF THE PROJECT DEVELOPMENT OF SOCIAL SCIENCE TEACHING BY UNESCO IN 1955 56

As Unesco's proposed programme had to be prepared before the text of all resolutions adopted by the three regional round tables were available, the programme under project 33 could be developed only on the basis of the recommendations made by the Delhi round table and the contents of the first working papers and national reports prepared for the San José and Damascus meetings. This situation however was sufficiently known and the phrases of the programme sufficiently general to allow for the implementation of a great part of the resolutions in the coming programme.

The three regional meetings gave the greatest attention to the questions relating to employment for social scientists. The proposed survey of professional and vocational task be undertaken with the help of the National Commissions for Unesco in the Member States concerned. Factual knowledge of the situation of social science teaching is obviously a necessary basis for its full development in the future and consequently the survey mentioned under paragraph B of the same resolution on the teaching of statistics, demography, public administration and industrial relations is particularly useful in the development of these disciplines at the regional and national level.

The very specific recommendations and adaptations of textbooks, classes and reading material can be covered by paragraph C of the same resolution 33. As the draft programme defines this activity as a pilot project, Unesco will not in the coming programme period be able to meet all the requests made in this respect. However the pilot project if successful in one or the other region can lead in the future to more extensive activities and the initiation of projects with different competent organizations such as the International Bureau of Universities or the International Union of University Professors and Lecturers and the regional and national branches. Finally, the draft programme inserted under paragraph D Direct Aid to Member States in the Organization of Social Science Teaching and Technical Aid to Member States allows Unesco a very wide and flexible range for assisting Member States in

*Second Report on the Law of Treaty by H. LAUTERPACHT* 8 July 1954 53 p A/CN.4/87  
[Sc.] Mr Lauterpacht is continuing research on treaties for the International Law Commission. In this second report he discusses articles dealing with the essential conditions for the existence of a treaty—ratification, accession, reservation and compatibility with previous obligations arising from conventions.

# ECONOMIC DEVELOPMENT

*Question of the Establishment of a Special United Nations Fund for Economic Development*  
Summary of Comments of Government Experts

1. The Commission requested the Secretary-General (A/2727) to conduct an analytical study of the technical and financial aspects of the proposed period for carrying out the scheme.

# DEFINITION OF AGGRESSION

*Commentaries on the General Assembly's Report on the Definition of Aggression*  
[Sc.] The Commission established in 1952 drew upon the report of the Commission on the Definition of Aggression which was submitted to the General Assembly. The Commission's report, under review, contains the text of the draft definition of aggression. The Commission's report, under review, contains the text of the draft definition of aggression. The Commission's report, under review, contains the text of the draft definition of aggression.

# PEACEFUL UTILIZATION OF ATOMIC ENERGY

*International Cooperation towards the Use of Atomic Energy for Peaceful Ends* 27 September 1954 42 p A/738  
[Ej Sc.] Exchange of letters between the United States of America and the Soviet Union concerning the use of atomic energy for peaceful ends.

# POLITICAL RIGHTS WOMEN

*Constitutional Elements of the Legal Instruments of the Political Rights of Women*  
8 August 1954 32 p A/2692  
[Dp Ej Sc.] Collection of texts of the legal instruments of a number of countries in which the women enjoy political rights. The Commission is studying how political rights are exercised by women in these countries (information on rights year in which they have been granted). Signatory States of the Convention on Political Rights of Women.

# ECONOMIC, SOCIAL AND CULTURAL COOPERATION IN NON-Self-GOVERNING TERRITORIES

[Pr Dp Ej St Sc.] At its fifth session (20 August 1954) the Commission informed the General Assembly of its work on the economic and social problems of non-self-governing territories. The Commission is preparing a special report on the subject. The following documents are being prepared:

## II REVIEW OF DOCUMENTS, PERIODICALS AND BOOKS

### DOCUMENTS AND PUBLICATIONS OF THE UNITED NATIONS AND THE SPECIALIZED AGENCIES

#### UNITED NATIONS

##### GENERAL

*Year book of the United Nations 1953* 1954 906 p printed \$12.50  
[Org.] The work of the United Nations and subsidiary bodies and of the Specialized Agencies in 1953 Structure and membership

##### GENERAL ASSEMBLY

###### THE WORK OF THE UNITED NATIONS

*Annual Report of the Secretary-General on the Work of the Organization 1 July 1953*  
30 June 1954 July 1954 120 p printed A/2663  
[Org.] The work of the United Nations viewed in  
social cultural legal administrative  
meetings and relevant decisions  
General's introduction outlines  
Nations in the present world situation

upon the United

##### INTERNATIONAL LAW

*Report of the International Law Commission on covering the Work of its Sixth Session 5 August 1954*  
60 p A/CN.4/88  
[Org. Sec.] Summary of the work of the Sixth Session of the International Law Commission held in Paris from 3 June to 8 July 1954. The questions dealt with were nationality (including statelessness) draft Code of Offences against the Peace and Security of Mankind and the régime of the territorial sea. The main documents for the session were referred to in our previous reviews of documents. The others are mentioned hereunder.

*Nationality including Statelessness Survey of the Problems of Multiple Nationality Prepared by the Secretariat 14 May 1954* 149 p A/CN.4/84  
[Sec. Dep. Lj.] The Commission has already initiated several studies of various aspects of nationality and statelessness. The paper under review deals with dual nationality, but the first part which leads up to the rest of the report is a general discussion of the question of nationality as it stands at present and is not confined to the problem of multiple nationality. The second part deals with the legislation in different countries covering dual nationality, analyses its causes and describes international attempts to solve this problem. It concludes with proposals and general comments.

ORGANIZATION REVIEW ANNOUNCEMENTS

ORGANIZATION REVIEW ANNOUNCEMENTS

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12 p A/C 35/L 1 o  
Brief count of th n k f WHO in Af ca espec lly n Mo oc o d a Tunis a the  
West P cfi d the c n t n t f America

*P mame f St d f 1955 4 August 19 6 p A/AC 35/L.71  
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f urbanizat na d dustri t on in these territ ca c munty devel pment  
ra al li ne s p ble health nd industrial l t re*

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 95 / L 75  
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This repo t en gth period m j ly 30 August 1948 p A/C.35/L.178  
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RACIAL SITUATI Y IN UTI AFRICA  
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RACIAL SITUATION IN  
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Africa

South West Africa  
Report of the Commission for South Africa  
# 40 A/2566

SOUTH WEST AFRICA

Report of the Comm Htee of South West Africa to the Genl Assembly August 20-31 39 p

with the exception of the first constitute a series of reports on the different questions

Extensive statistical socio economic information etc

*Report of the Committee on Information from Non Self Governing Territories* September 1954, 31 p printed \$0.30 A/2729

Report on the fifth session of the Committee (1954) and information concerning economic conditions in the non self governing territories (general evolution development programme rural economy industrial development trade living standards)

*Non Self Governing Territories Structure of Budget Expenditure and Revenue* 57 p A/AC 35/L 159  
Statistical  
French

*The Structure of Tax Revenue in Non Self Governing Territories* 28 July 1954 45 p A/AC 35/L 161  
Statistical analysis of the structure of tax revenue French and British territories under Belgian administration systems and other charges levied major fiscal problems

*Agricultural Credit and Co-operative Institutions* 12 July 1954 31 p A/AC 35/L 162  
General survey of their impact on the economic situation Legal repercussions Informal cultural co-operatives already in existence

*Fisheries in Non Self Governing Territories* 13 July 1954 36 p A/AC 35/L 163  
Brief survey of developments in this field since 1951 with special reference to territories in which food resources and local trade have shown an improvement

*International Collaboration for Economic Social and Educational Advancement* 6 August 1954 37 p A/AC 35/L 164  
Review of the work recently carried out by the United Nations and the various Specialized Agencies in the non self governing territories with special reference to economic conditions the status of women human rights forced labour slavery technical assistance education and regional co-operation

*Territories* 26 July 1954  
A survey of these services with special reference to expenditure per head advisory bodies and agricultural education and research In conclusion the report expresses the view that governments should intensify their efforts in this field

*The Relative Progress of Production for Local Consumption and Export in the Non Self-Governing Territories* 28 July 1954 53 p A/AC 35/L 169



with the exception of the first constitute a series of reports on the different aspects of the question

Extensive statistical data Bibliographical and other information on past and current socio economic inquiries and situation analyses concerning the availability of statistical information etc

*Report of the Committee on Information from Non Self Governing Territories* September 1954  
31 p printed \$0.30 A/2729

Report on the fifth session of the Committee (1954) and information economic conditions in the non self governing territories  
ment programme rural  
foreign trade living  
international co-operation  
problems in the non self governing territories

*Non Self Governing Territories Structure of Budget Expenditure and Revenue* 26 July 1954  
57 p A/AC 35/L 159  
Statistical analysis of the structure of the ordinary budgets of territories under Belgian French and British administration

*The Structure of Tax Revenue in Non Self Governing Territories* 28 July 1954 45 p A/AC 35/L 161  
Statistical analysis of the structure of tax revenue in certain territories under Belgian French and British administration Brief description of taxation systems and other charges levied in some of these territories and account of a few major fiscal problems

*Agricultural Credit and Co-operative Institutions* 12 July 1954 31 p A/AC 35/L 162  
General survey of the function of these institutions and their impact on the economic and social structure of the non-self governing territories Legal repercussions Information on the number volume of work etc of agricultural co-operatives already in existence

*Fisheries in Non Self Governing Territories* 13 July 1954 36 p A/AC 35/L 163  
Brief survey of developments in this field since 1951 with special reference to territories in which food resources and local trade have shown an improvement

*International Collaboration for Economic Social and Educational Advancement* 6 August 1954  
37 p A/AC 35/L 164  
Review of the work recently carried out by the United Nations and the various Specialized Agencies in the non self governing territories with special reference to economic conditions the status of women human rights forced labour slavery technical assistance education and regional co-operation

*present state of these services with special reference to expenditure per head advisory bodies and agricultural education and research In conclusion the report expresses the view that governments should intensify their efforts in this field*

*Standards of Living in Non Self Governing Territories* 6 August 1954  
This report supplements the previous report as regards changes in consumption Study of

*The Relative Proportion of Production for Local Consumption and Export in the Non Self-Governing Territories* 28 July 1954 53 p A/AC 35/L 169





# INTERNATIONAL SOCIAL SCIENCE BULLETIN

[Org Ej] Present status of the question in the United Nations Report and observations of the Committee on the political economic social and educational situation in the territory petitions and communications

## ECONOMIC AND SOCIAL SITUATION IN KOREA

*Report of the Agent General of the United Nations Reconstruction Agency for the period 1 October 1953 to 1 September 1954* 1 October 1954 2 p

[Ej Sc Org St] This is in connexion with public industries power transp

Information on the organization and administrative budget and foreign trade of the Agency The budget of the Agency and maps of nine provinces in Korea are reproduced in annexes

## ECONOMIC AND SOCIAL COUNCIL

COORDINATION BETWEEN THE UNITED NATIONS AND THE SPECIALIZED AGENCIES IN THE ECONOMIC SOCIAL AND CULTURAL FIELD

*Sixteenth Report of the Administrative Committee on Coordination to the Economic and Social Council together with an Annex dealing with the Development of Coordination and Cooperation among the United Nations and the Specialized Agencies in Economic and Social Programmes* May 1954 18 p E/2607/27 June 1954 46 p E/2607/Add 1/16

[Org] Present measures for domestic

and world social

*Review of 1955 Programme of the United Nations and Specialized Agencies* 2 July 1954 13 p E/2629

[Org] Summary of measures taken by the various United Nations bodies and the Specialized Agencies with a view to concentrating their activities and bringing the 1955 programmes into line with the priorities laid down by the Economic and Social Council

## WORK OF THE COUNCIL

*Report of the Economic and Social Council covering the period from 6 August 1953 to 6 August 1954* September 1954 138 p printed \$1.50

[Org] The work of the Council and its subsidiary bodies during the period under review meetings problems dealt with discussions decisions current programmes documentation

*Organization and Operation of the Council and its Commissions* 4 August 1954 37 p E/2649 [Org] Report of the Co-ordination Committee concerning the Secretariat work in the economic and social field and the organization and operation of the Economic and Social Council and its commissions

Individual documents and publications issued by the United Nations bodies not directly concerning the Economic and Social Council

# ORGANIZATION REVIEWS ANNOUNCEMENTS

no. 15

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UNITED NATIONS ECONOMIC FUND

of the Executive Director - 15 July 1954 85 p Introduction

detail of purchases and  
process of programmes  
and information activities

## TRUSTEESHIP COUNCIL—NON SELF GOVERNING TERRITORIES

... Prod from 22 July 1953 to 16 July 1954  
...  
... and of the situation in the ...  
... review Numerous maps

## SECRETARIAT

ST/STAT

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## CENSUSES

Handbook of Population Census Methods July 1954 143 p printed #130 ST/STAT/  
SER F/5  
(P Sc Dp E3) Present views on the purposes and organization of population censuses  
Censuses take the different countries 1850 Method of conducting a census  
The first take the consideration The purposes of samples surveys Results and definitions  
The first take the consideration for population censuses External bibliography

## PUBLIC ADMINISTRATION

of industry (fertilizers cement petroleum etc) in the light of the regions requirements

IMPROVEMENT OF RAILWAYS IN ASIA AND THE FAR EAST

The Economic Commission for Asia and the Far East has published a series of reports on various aspects of the use of railways in the region

HOUSING POLICY IN EUROPE

*European Housing Policies and Policies in 1953* 17 August 1954 82 p \$0.50 E/ECE/189  
[Ej Sc St Dp Pr] Study of the housing situation in 1953 and an outline of developments in previous years and in the first few months of 1954. Special attention is given to the progress achieved in meeting the war time backlog capital investment in housing financial techniques financial charges the policy of various countries as regards rent building costs. Numerous tables and source references.

*European Housing Policies and Policies in 1953 Country Reports* 5 August 1954 206 p E/ECE/190  
[Ej Sc St Dp Pr] This document which supplements E/EC/189 contains reports drawn up by 19 member governments of the Economic Commission for Europe

COAL AND BLACK OILS IN EUROPE

*Relationship between Coal and Black Oils in the West European Fuel Market* 26 August 1954 77 p \$0.50 E/ECE/191  
[Sc Pr Ej St Dp] Detailed discussion as to whether the difficulty of marketing coal in Europe over the past two years is due to the increased demand for black oils. Prospects for the future (up to 1963) and proposals.

EAST WEST TRADE

*Consultation on East West Trade* 22 July 1954 10 p E/ECE/188  
[Ej Og] Summary of the discussion on problems of East West trade which took place at the consultative meeting held from 20 April to 3 May 1954.

TECHNICAL ASSISTANCE

*Techniques of Evaluation of the Expanded Program of Technical Assistance* 4 June 1954 50 p E/TAC/41 E/TAC/41/Corr  
[Og Sc Pr] Brief survey of the problems to be solved in working out any inexpensive and effective system of evaluating technical assistance. Previous efforts. Present position. Annexes showing the methods used by the Specialized Agencies for a critical assessment of their technical assistance activities.

STATELESS PERSONS

*The Draft Protocol relating to the Status of Stateless Persons* 6 August 1954 33 p E/CONF.17/3  
[Ej Org Pr] Text of the draft protocol and comments of governments on the draft and on the provisions of the 1951 convention.

## ORGANIZATION REVIEWS ANNOUNCEMENTS

parts each drawn up in one language (English, French and Spanish). The several hundred terms selected are explained in a nationally presented text. The key to the work is an index, included in all the parts in which each term is classified alphabetically and given a reference number (the same in each language). There can thus be no confusion in looking up its definition in any one of the parts.

## SPECIALIZED AGENCIES

### INTERNATIONAL LABOUR ORGANISATION

#### INTERNATIONAL LABOUR CONFERENCE (THIRTY-SEVENTH SESSION)

*The Thirty-seventh Session of the International Labour Conference Geneva June 1954 October 1954* 24 p \$0.15

[E, Org.] General survey of the proceedings and results of the Conference. Summary of the general report with special reference to the housing problem and the measures to be discussed in general recommendations.

#### PREPARATIONS FOR THE THIRTY-EIGHTH SESSION

Report IV/I  
n  
t n

*Migrant Workers (Underdeveloped Countries) 1954* 40 p printed \$0.4

[Org.] At its thirty-eighth session the International Labour Conference decided to include the agenda of its thirty-ninth session (1955) the question of migrant workers in the underdeveloped countries. This document under review submits preliminary drafts of recommendations for consideration.

Report 1954 14 p \$0.3  
dealing with proposed penal sanctions.

#### HUMAN RELATIONS

*The Improvement of Human Relations the Undertaking of October 1954* 23 p \$0.15  
[E, Sc.] Study of factors making for better human relations in business undertakings and of business measures for the improvement of employees' interest in the undertaking.

#### PREVENTING UNEMPLOYMENT

*Maintaining Employment in the Iron and Steel Industry* by James A. Morris November 1954 \$0.3  
[E, St. Sc.] An examination of the causes of unemployment in this industry. Remedies.

All official ILO publications are issued in English, French and Spanish.

# INTERNATIONAL SOCIAL SCIENCE BULLETIN

## INTERNATIONAL TRADE

*Yearbook of International Trade Statistics 1953 1954* 481 p printed \$4.50 ST/STAT/SER G/4

[Sc St Dp Ej] Detailed statistics for 90 countries (97 per cent of all international trade) Historical series (1930-53) tables for each product for recent years

## RESEARCH AND HOUSING

*Building and Housing Research Housing and Town and Country Planning Bulletin* 8 [1954] 111 p printed \$1 ST/SOA/SER C/8

[Sc Pr Dp Ej St] Present trends in building research in the various parts of the world and their connexion with improved standards of living

## TREATMENT OF OFFENDERS

*Middle East Seminar on the Prevention of Crime and the Treatment of Offenders 1954* 99 p printed \$1 ST/TAA/SER C/17

[Pr] This seminar held in Cairo from 5 to 17 December 1953 is one of a series of regional conferences (European meeting in 1952 Latin American seminar in April 1953) intended as a preparation for a world congress and mentioned in our previous reviews of documents The Cairo seminar was attended by specialists from Egypt Hashemite Kingdom of Jordan Iraq Lebanon Syria Saudi Arabia Turkey and Yemen and by experts from a number of organizations Its work was mainly concerned with the prevention of juvenile delinquency and the treatment of minor offenders open establishments and minimum rules for the treatment of prisoners Summary of proceedings recommendations

*Parole and After Care* July 1954 86 p printed \$1 ST/TAA/SER C/17

[Ej Sc P Dp] P

tions justification

Principles of after

specialized after care

Procedure adopted in this field

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Content duration and

countries Austria Belgium Chile France

Union of South Africa United Kingdom

## SOMALILAND

*Half Way to Independence Somaliland under Italian Administration* July 1954 30 p \$0.15 1954 119

[Ej] Account of progress towards independence over the past five years The March 1954 elections Economic and social difficulties

## INTERNATIONAL LEXICON OF DEMOGRAPHIC TERMS

*International Demographic Dictionary* Provisional edition 1954 73 p printed ST/SOA/ Series A/19

[Pr Sc] This dictionary prepared by the Demographic Dictionary Commission of the International Union for the Scientific Study of Population is still a provisional form but it was felt that it was already suitable for use and that the best way of improving it would be to make it available to those interested It consists of several

# ORGANIZATION REVIEWS ANNOUNCEMENTS

(English French and Spanish) The several  
text The key to the  
each term is class'ed  
each language)

There can thus be no confusion in looking up its definition in any one of the parts

## SPECIALIZED AGENCIES

### INTERNATIONAL LABOUR ORGANISATION

INTERNATIONAL LABOUR CONFERENCE (THIRTY-SEVENTH SESSION)

The Thirty-seventh Session of the International Labour Conference Geneva June 1954 October  
94 24 p \$ 15

[E] Org] General survey of the proceedings and results of the Conference. Summary  
of the general report with special reference to the housing problem and the  
question of the discussion on general recom

#### PREPARATION FOR THE THIRTY EIGHTH SESSION

Occupational Rehabilitation of the Disabled 1954 38 p \$0.25 38th Session/Report IV/1  
[Org] Work of the thirty-seventh session of the International Labour Conference on  
this question and draft recommendations submitted to governments for comment, in  
particular the thirty-eighth session (955)

Migrant Worker (Underdeveloped Countries) 1954 4 p printed -40  
[Org] At its thirty-seventh session the International Labour Conference decided to  
include in the agenda of its thirty-eighth session (1955) the question of migrant workers  
in the underdeveloped countries. The document under review submits preliminary  
drafts of recommendations.

Employment 1954 4 p \$0.25  
dealing with proposed penal sanctions

#### HUMAN RELATIONS

The Improvement of Human Relations in the Undertaking October 1954, 23 p \$ 15  
[E] S.] Study of factors making for better human relations in business understanding  
and education for the betterment of employees interest in the undertaking

#### RECENT UNEMPLOYMENT

Material of Employment in the Iron and Steel Industry by James A. Murray November  
1954 \$ 5  
[E] St. Sc.] An examination of the causes of unemployment in this industry Remedies.

As a general rule ILO publications are issued in English, French and Spanish.

Periodical variations in consumption and stabilization measures Governmental action in this field Extensive statistical data

*Regularization of Production and Employment at a High Level in the Metal Trades* 1954-110 p Report II  
[Sc St Pr Dp Ej] Factors influencing ...

1  
L ... payment effects of increased production on employment and the role of technological unemployment Systems of guaranteed employment applied by certain industrial firms Summary of a few measures for the prevention of unemployment in the metal trades Bibliography

## METAL TRADES

*General Report Recent Events and Developments in the Metal Trades* 1954 41 p Report I Item 1(c)

[Sc Ej Pr Dp St] Recent developments in this branch of industry with particular reference to production employment working conditions profit and output and technical assistance Special survey of recent discussions between employers and workers in the metal trades in the United Kingdom

*General Report Effect given to the Conclusions of the Previous Sessions of the Metal Trades Committee* 1954 142 p Report I Item 1 (a) and (b)

[Sc Ej Org Dp] Action taken in various countries as regards professional relations output workers security and hygiene regularization of production and employment wages and vocational training in the metal trades Arrangements made by the International Labour Office for embarking upon the studies proposed by the committee i.e. a preliminary study of the shipbuilding and repairs industry Problems of employment wages and social status of workers in the ship-building industry

## IRON AND STEEL INDUSTRY

*General Report Effect given to the Conclusions of the Previous Sessions of the Iron and Steel Committee* 1954 56 p and addenda Report I Item 1 (a) and (b)

[Sc Pr Org] Action taken by the various countries and by the International Labour Office as regards the establishment of special security services and joint committees co-operation in industry works committees guaranteed wages technological progress and its effect on employment vocational training and advancement welfare services and labour statistics Studies and research conducted by the International Labour Office

## LABOUR STATISTICS AND SOCIO-ECONOMIC CATEGORIES

For the Eighth International Conference of Labour Statisticians (November 1954) the International Labour Office prepared the following papers concluding with detailed draft resolutions which will give an idea of the standards now considered desirable by specialists

*General Report on Progress of Labour Statistics* 1954 79 p Eighth International Conference of Labour Statisticians Report I

[Sc Pr Org] This report the first of its kind to be submitted to an international conference of labour statisticians contains an annotated inventory of national labour

# ORGANIZATION REVIEWS ANNOUNCEMENTS

and the progress of the ILO's work in  
part of the report describes methods of

1954 51 p id /Report II

## International Comparisons of Real Wages: A Study of Methods 1954

[S. Pr.] Handbook dealing with methods for the international comparison of real wages and for assessing tempo differences with due regard to regional differences. Relates to the study of living standards as a whole. Suggestions Bibliography

68 p id /Report IV

led and state of relevant  
assistance. Proposals

## FEMALE LABOUR IN INDIA

Women Employment India by N. K. Adya. July 1954 27 p \$0.15

[Ej. St. Sc.] Survey of women's wages and working conditions in various sectors of the textile industry running plants and on govt. owned enterprises.

## VOCATIONAL GUIDANCE IN FRANCE

Vocational Guidance France 1954 134 p \$1

[Ej. St. Sc.] Detailed study of French experience as regards vocational guidance. Survey of the administration organization of vocational guidance services for the guidance of young people and adults. Specialized auxiliary services. Methods of vocational guidance. Financial aid. Dual and group vocational guidance and considerations of results. Statistics. Personnel cards.

## LABOUR RELATIONS IN GERMANY

The Development of Labour Laws in the Federal Republic of Germany since 1945 by H. G. N. 1954 39 p 0.15

(

W

N

W. G. N. 1954 39 p 0.15

## BIBLIOGRAPHY

The International Labour Office occasionally publishes bibliographical reference lists (books, pamphlets, articles, etc.) on the main subjects. Each list deals with one particular subject. The latest lists are in this series in 1954.

N 68 Living and Working Conditions of Indigenous Populations of State Members of the ILO November 1953 17 p



# INTERNATIONAL SOCIAL SCIENCE BULLETIN

[Sc] Over 300 entries concerning 20 countries of the American continent as well as Burma Ceylon India Viet Nam Australia and New Zealand

No 71 *Housing Social Aspects* June 1954 10 p

[Sc] One hundred and thirty entries concerning Africa North Central and South America Asia New Zealand and the following European countries Austria Belgium Denmark France Germany Ireland Italy Netherlands Norway Sweden Switzerland and United Kingdom

No 73 *Labour Management Co operation (with special reference to metal industries)* September 1954 13 p

[Sc] General aspects of the ... countries Australia Belgium Netherlands Scandinavian States of America Approximately 200 entries ... United Kingdom and United

The ILO has recently published in another series of bibliographies (*Bibliographical Contributions*)

No 7 *Bibliography on the International Labour Organisation* 1954 68 p

[Sc] Approximately 1500 entries from all sources concerning various aspects of the ILO's organization and work Index

No 8 *Bibliography on Labour Law* 83 p 1953

[Sc] Over 1200 entries grouped according to country Index

## UNITED NATIONS FOOD AND AGRICULTURE ORGANIZATION (FAO)

### WORLD SITUATION

*The State of Food and Agriculture 1954 Review and Outlook 1954* 157 p printed \$1.50  
[Sc St Dp Ej] In 1953 and 1954 world agricultural output continued to increase, but not uniformly throughout the world Relationship between supply and demand with due regard to the growth in population General survey Situation and policy in different regions and countries Analysis for each product Daily rations for the population of the various countries Maps prices development of markets prospects

### STATISTICS

*Grain Exports by Source and Destination July 1953 June 1954 October 1954* 2 p printed \$0.25  
[St Dp] Eleven unannotated statistical tables Exporting and importing countries volume of trade in 1952 and 1953 and from July 1953 to June 1954 in wheat flour rye barley oats maize sorghum and millet Survey of the world situation

### SAMPLE SURVEYS

*Estimation of Crop Yields* by V G Panse 1954 61 p printed \$0.50  
[Pr Sc] The FAO encouraged the preparation of a general handbook on sample surveys in agriculture (*Sample Theory of Survey with Abol*) ... Iowa State College Press ...

first of this series describes the latest techniques for the estimation of crop yields especially those not planted on the strictly commercial market (cereals, legumes, fruit, etc.)

What is being done in this respect by such countries as India, Ceylon, Germany, the United States of America, etc.

## FISHERIES AND RURAL LIFE

*Fish Farming and Land Fishery Management* Rural Economy 1954 64 p. printed \$1 [P. Sc. Dip. Ex. St.] In some countries, particularly in Asia, fish farming and the systematic exploitation of fish in ponds, lakes, rivers, etc., and canals go back centuries. Generally speaking, however, not enough attention is paid to such resources especially in view of the contribution they can make to the raising of living standards in rural areas. General survey of the problem. Examples. Bibliography.

## TIMBER AND FORESTRY

*Forest Plantation Techniques and Insistence* 1954 41 p. printed \$0.50 [Pr.] Selecting and introducing forest trees and the role of natural trees, prevention of diseases and insect pests and their eradication. Bibliography.

*World Forest* 1954 74 p. printed, \$0.75

[Pr.] How tree festivals can help to make aware of the importance to society of problems affecting the conservation and development of forest resources. The films taken by these festivals in the large number of countries where they have already been held suggest new world festival opportunities of various countries on this subject.

## WORLD HEALTH ORGANIZATION (WHO)

### STATISTICS

*Health Statistics Bulletin of the WHO* Vols. nos. 1-1954 314 p. printed \$3 [Pr.] This is a monthly publication of the WHO, confidentially means

### STATISTICS FOR VARIOUS INFECTIOUS DISEASES

*Epidemiological and Vital Statistics Report* Vol. 7 nos. 8-9 and 10 1954 printed. Each number is bilingual (English/French) and runs to about 3 pages \$0.50 \$0.75. These three numbers apply for all countries and territories known statistics on infectious diseases in 1953 and the beginning of 1954 and other medical progress of previous years (mostly 1946-1953). Cases and deaths.

- N. 8 Smallpox, scarlet fever, dysentery, deaths from scarlet fever since the beginning of the century.
- N. 9 Yellow fever, louse-borne fever, poliomyelitis, influenza.
- N. 10 Epidemic typhus, other chlamydial diseases, cerebro-spinal meningitis, cholera, paratyphoid, infectious encephalitis.

INTERNATIONAL SOCIAL SCIENCE BULLETIN  
COMPARATIVE LEGISLATION

*Survey of Comparative Health Legislation* Various pamphlets  
[Sc Pr Dp] Each pamphlet published in the

Digest of Health

compares and

in force in the

issued

... is synoptic tables Bibliographies Latest pamphlets

*Midwives* 1954 50 p printed \$0.50

Vocational training right to exercise profession registers and diplomas professional regulations authorized medicines

*Smallpox Vaccination* 1954 39 p printed \$0.50

Compulsory vaccination group vaccination exemption control techniques

*Leprosy* 1954 33 p printed \$0.25

Detection treatment of patients isolation discharge work protection of entourage etc.

HEALTH EDUCATION OF THE GENERAL PUBLIC

*Expert Committee on Health Education of the Public* Technical Report A ...  
printed \$0.25

[Pr] ...

on the

number

... studies Connexion with living standards and level of culture.  
Principles of action and critical assessment specialized staff and methods

INTERNATIONAL CO-OPERATION IN QUARANTINE MEASURES

*Proceedings and Reports Relating to International Quarantine* 1954 121 p printed \$1  
[Sc Pr Ej Org] Results of the first nine months effective application of the 1952  
International Health Regulations account of the difficulties encountered and practical  
suggestions A brief survey of international action since 1851 to prevent the spread  
of diseases

TERMINOLOGY

*Terminologie du paludisme (Malaria Terminology)* by Vancel Roubaud and Gallard.  
Monograph no 25 1954 95 p printed \$1.50

[Pr] Annotated vocabulary of French terms used in connexion with malaria and its  
parasites the social aspects of treatment etc Corresponding English terms The WHO  
published in 1953 a similar English work *Malaria Terminology* by Covell Russell  
and Swellengrebel

AFRICA

*Yellow Fever in Africa* Bulletin of WHO vol 11 no 3 1954 300 p printed \$1.50  
[Pr Ej Dp St] Contains a summary of the information and papers assembled for a  
symposium on yellow fever held in Uganda in 1953 general situation in Africa with  
statistics and maps availability of information and current techniques

# UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO)

## ACTIVITIES OF UNESCO

*Report by the Director General and the Executive Board on the Activities of the Organization during the Year 1953* 1954 216 p printed 1000 F f  
[Org] Report presented to Member States and the General Conference on the occasion of its eighth session (Montevideo November-December 1954) Covers all UNESCO activities relating with Member States and international organizations educational natural sciences social sciences cultural sciences mass communication exchange of persons expedited programme of technical assistance administrative services documents and publications etc. A complete handbook.

*Supplementary Report by the Director General on the Activities of the Organization from 1 January to 30 June 1954* 1954 121 p printed  
[Org] A supplement to the volume mentioned above. Covers the first half of 1954.

*Proposed Programme and Budget for 1955 and 1956* 259 p printed  
[Org] Presented to the General Conference on the occasion of its eighth session (Montevideo November-December 1954) by the Secretary. A detailed technical study of each aspect of the programme proposed the reasons therefor and the financial estimates.

## STATISTICS

*Cultural and Human Fertility* by Frank Lorimer and collaborators 1954 514 p printed  
[Se. Dep. Ej. St.] A study of the relationship between socio-cultural conditions and fertility in industrial societies or societies in process of industrialization theoretical analysis of the problem and results of special research in the factors and consequences of fertility in African, Asian, Brazilian and other communities. The work as a whole

scientific study of the factors in question. Considerable information on the sectors in which gaps still exist and on future research desiderable Bibliography

## SOCIOLOGY

*Transactions of the Second World Congress of Sociology* Vol. I London, International

## ATTITUDES

*The Modification of International Attitude* a New Zealand study by J. R. M. Creary  
Victoria University College 1952 153 p printed

[Sc Ej] Owing to its geographical field of  
rarely  
Unesco

studies on the effects of the different types of information designed towards foreigners. At  
of attitude in this field experimental groups and pilot groups social dist  
the influence of pamphlets films courses different  
before and after the dissemination of  
education for international  
are appreciable but they ar  
can be heightened through

## ECONOMICS

*Economics and Action* by Pierre Mendès France and Gabriel Ardant Paris Unesco-  
Julliard 1954 224 p printed 600 Fr fr

[Ej Sc Pr St Dp] First volume of a new series entitled *Science and Society* designed  
to draw particular attention to the contribution of  
action by the most rece  
France and Ardant en  
tory the importance of  
to profit from existing e

analyses

statesman must do in order

*International Economic Papers* no 4 Translations prepared for the International Economic  
Association London and New York Macmillan 1954 29 p printed

[Sc St] Since 1951 the International Economic Association has been publishing  
compilations of translations of important articles con

In 1954 the association with

tions containing articles on  
Schumpeter 1918) the stat

French edition of the *General Theory of Employment Interest and Money* (J M Keynes  
1943) wage fixing according to the price index (J Pedersen 1952) inflation as the  
monetary consequence of the behaviour of social groups (Henri Aujac 1950) capital  
formation and economic development (Celso Furtado 1952) the economic laws of  
socialist society in the light of Joseph Stalin's last work (Oskar Lange 1953) economic  
plans and causal analysis (J Åkerman 1942) the acceleration principle and the pro-  
pensity to import (H G Ersch 1953)

## EDUCATION

*XVIIth International Conference on Public Education (1954)* Geneva Unesco and Inter-  
national Bureau of Education 1954 147 p printed 350 F f

[Pr Dp] Fifty seven countries were represented at this conference which on the basis  
of national reports discussed the main characteristics of the evolution of  
education in the various countries in 1953

Fr fr  
the Republic of Korea Paris Unesco 1954 221 p printed 500

[Ej Sc St Pr] Unesco has already published various  
This is the sixth. It contains a detailed study of the  
which education has developed in South Korea. In  
mission sets forth its conclusions and practical eco-  
different educational levels (primary secondary un-

technical) the organiza-

# ORGANIZATION REVIEWS ANNOUNCEMENTS

in the school system the training of teachers and various general problems such as that of the language and content of teaching Numerous statistics illustrations

## TECHNICAL ASSISTANCE AND SOCIAL SCIENCES

*Economic Development and Cultural Change* Vol II no 4. Chicago University of Chicago Research Center in Economic Development and Cultural Change January 1954 323 p printed \$2.50 subscription fee for 5 nos \$4 for libraries and institutions [Sc. Ed. Dp. St.] A review published five times a year by the University of Chicago The issue for January 1954 contains working papers drawn up by delegates to the conference on the social aspects of technical assistance organized under the auspices of the United Nations the Technical Assistance Board and Unesco This conference led to the publication of a volume mentioned in our previous book review (*Social Aspects of Technical Assistance and Operation* by Mrs E. Opler)

The reports published in the above mentioned document concern problems of human balance and priorities in development measures (by Wilbert E. Moore) of planning and communicating modern techniques to less-developed areas of the world and popular participation in development

## POPULAR EDUCATION

*Worker Education for International Understanding* by As Briggs Educational Studies and Worker Education for International Understanding by As Briggs International Understanding by As Briggs

## YOUTH

*A Report on the Study and Information Seminar for Leaders of Youth Movements Tokyo (Japan) 6-7 October 1953* Paris Sept. 1954 2 p Unesco/ED/138 [Pr. Org.] Thirty-four participants from 14 countries attended this seminar organized by leaders of youth movements in various countries that they might study the role which youth could play in international and national communities The document under review sums up the participation programme and activities of the seminar

## TEACHING THE SOCIAL SCIENCES

*Round Table Conference on the Teaching of the Social Sciences in South Asia* New Delhi Unesco 1954, 17 p [E. Sc. P. Dp.] Reports conclusions proposals and working papers of a conference organized by Unesco at New Delhi in February 1954 with a view to comparing past experience and present trends in the teaching of the social sciences in South Asia. The conference was organized within the framework of Unesco programme for the teaching of the social sciences in the various parts of the world

# INTERNATIONAL SOCIAL SCIENCE BULLETIN

BRATTLE

World Palle Ls = by Sir Clutha Mackenzie. Paris Unesco 1952 1 -  
 100 Fr fr  
 [F] Sc. Pr] An b  
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 of the braille cc

by Unesco in 1950 and 1951

## BIBLIOGRAPHY

Report of the International Advisory Committee on Bibliography (Second session) Paris 31 May - June 1954 Paris, 30 September 1954, 11 p Unesco/CUA/51  
 [Un O] Summary of the proceedings of the committee's second session. The committee studied, in particular, administrative and technical matters and bibliographical services throughout the world (Unesco's draft programme for 1955 and 1956 in the field of bibliography, bibliographical development, and the manual on the international exchange of publications)

International Bibliography of Periodical Literature 1954, 48 p., printed, 850 Fr fr  
 [Sw.] More than 4,000 references without comment, concerning books, magazines, articles, and national and international documents published in 1953 and dealing with the following subjects: political science (field covered methods teaching, associations and congresses), bibliographical works, international relations, area studies, covers administrative and governmental problems, international relations, area studies, covers some 50 countries. This bibliography was prepared by the International Political Science Documentation and with the help of the International Committee for Social Work in the future, regular annually. Other bibliographies have been published within the framework of the same programme, as regards law and sociology

Publications Juridiques Estima, b F Fernandez d Villaverde F d Sola Camarero and other collaborators Instituto d Derecho Comparado Barcelona, 1954

[F] General outline of Spanish legal documentation in the various fields of law. Bibliographies of publications issued before and after 1939 in the following fields: legal bibliography, legal texts, jurisprudence, legal encyclopaedias and dictionaries, administrative law, canon law, civil law, comparative law, fiscal law, private international law, public international law, labour law, commercial law, criminal law, political law, civil procedure, criminal procedure, instruments, case-books, Roman law bibliography, a law history of law. Author index.

On the structure of the internationalization of problems urban and Africa. Paris International Research Office on the Social Implications of Technological Change, September October 1954 - p

[F] Dr P. J. R. Bibliographical studies concerning works relating to industrial and urban development in Africa, social aspects of industrialization (general data on industrialization in Africa, the development of manufacturing changes, economic, cultural and social aspects of industrialization), industrialization, labour problems, social consequences of urbanization (general data on urbanization and towns in Africa, demographic, health, and distribution of population, structure of urban society, industrialization, urban areas)

# ORGANIZATION REVIEWS ANNOUNCEMENTS

## EXPLANATION OF ABBREVIATIONS USED

- Dp = Presents facts country by country (or region by region)  
 Ej = Supplies essential information to educators and journalists interested in social questions  
 Org = Very useful knowledge of the current activities of the international organizations concerned  
 Pr = Supplies useful factual information for certain groups of people (educators, government officials, members of international organizations and social institutions) whose activities are connected with the subject matter of the document

and we do  
 them merely  
 easiest way  
 under review

possible that part of the institution  
 which relates to the particular branch of social science

## INTERNATIONAL REVIEW OF PERIODICALS

### THE UNITED NATIONS

#### GENERAL

Hoffma. S. Deux diètes des grandes puissances au XX<sup>e</sup> siècle. *Revue générale de droit international public* (2) April June 1944 p. 230-78

Whatever their true legal basis in public international political combinations of the nineteenth and twentieth centuries recognize the preponderance of the major powers, the measure of agreement between which is a precondition for their effective work. This concept is a system of international relations based on the

particular. On the surface, the League of Nations gave more weight to the idea that is needed to them by the United Nations. It must undoubtedly be recognized that the final analysis of the Security Council has not helped the secondary powers to the detriment of the division between the great powers far from facilitating the emancipation of the weaker nations in the international dispute in which they have no freedom of action.

international exchanges and the economic advancement of the underdeveloped countries. The Union of Soviet Socialist Republics did find great notice in 1953 that they were greatly contributing to the expanded program of technical assistance and there are now indications that the time is not far distant when the Member States



# INTERNATIONAL SOCIAL SCIENCE BULLETIN

## BRAILLE

*World Braille Usage* by Sir Clutha Mackenzie Paris Unesco  
700 Fr fr  
[Ej Sc Pr] Apr 1  
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## BIBLIOGRAPHY

*Report of the International Advisory Committee on Bibliography* (Sc  
31 May 3 June 1954 Paris 20 Sep 1954  
[Sc Org] Summary  
tee studied 1  
services throu  
field of bibliograph  
exchange of pub  
session) Paris  
1961  
The commit

*International Bibliography of Political Science 1954* 248 p printed 850 Fr fr  
[Sc] More than 4 000 references without comment con  
articles and national and internat  
with the follo  
tions and  
administra  
some 50 c  
Science As  
co-operat on with the Internat onal Political  
Science Documentation and with the help of the International Committee for Social  
will in the future appear annually Other bibliographies have been published within  
the framework of the same programme as regards law and sociology

*Bibliografía Jurídica Española* by F Fernandez de Villavencio F de Sola Canzales  
and other collaborators Instituto de Derecho Comparado Barcelona 1954  
printed  
[Sc] General outline of Spanish legal documentation in the various fields of law  
Bibliography of publications issued before and after 1936 in the following fields legal  
bibliographies legal texts jurisprudence legal encyclopaedias and dictionaries  
administrative law canon law civil law comparative law fiscal law private inter  
national law public international law labour law commercial law criminal law  
political law civil procedure criminal procedure instruments case books Roman law  
philosophy of law history of law Author index

*Consequents sociaux de l'industrialization*  
Research Office on  
October 1954 77 p  
[Sc Dp Pr St] Bibli  
urban sociology in Africa social aspects of industrialization (general data on industrial  
ization in Africa the demographic changes accompanying  
psychological consequences of

which should nevertheless be noted that the application of this principle is ultimately dependent on the goodwill and agreement of the great powers that is to say it rests more on ethics in international relations than on strict law

ROUSSEAU C. Scientific Progress and the Evolution of International Law *Impact* 5 (2) Jun 1954, p 71-92

The influence of scientific progress on the evolution of international law is by no means negligible. Firstly modern discoveries have brought about an extension of the spatial jurisdiction of states and made it necessary to work out international statutes and regulations—on air traffic—the development of under-sea mineral deposits and on radio communications. Secondly they have provided governments with new means of becoming necessary to envisage international measures to counter the dangers arising from the use of illicit atomic energy harmful to the interests of other states. Thus it has become necessary to envisage international measures to counter the dangers arising from the immunity of atomic experiments guided missile tests of artificial satellites. In addition, conclusions have been concluded to check the pollution of the seas. Finally it must be pointed out that the development of the law of war. All these developments foresee make the intervention

J. P. J. M. Le droit des traités *Revue de droit international de science diplomatiques* 32 (2) April June 1954 P 135-42

I 193 P 355 Lauterpacht presented to the International Law Commission a report on the matter 1951 in the matter of the fact that the last of these what sanctions

W. I. Nikitich v. osy teoru praktiku mezu na od og dogovor 276

teaching of international law is founded on the treaty which is the basis of the United Nations and the Statute of the International Court of Justice and the Charter of the United Nations.

International Law

quires that the government with the Secretary General of the United Nations and the People's Democracies make much use of international treaties in cooperation and will being. The treaties

I. U. G. Les principes généraux du droit international et le régime des traités

What the latter and they led by J. Y. Calvez whilst the Soviet Union is rejecting them all

United Nations certain class norms in the field of international law. Thus Soviet theorists acknowledge and link the principle of the sovereignty of the state with the light of that principle that they interpret the obligations of the state

of the United Nations will jointly agree to allocate—to an economic co-operation programme—a proportion of the savings which disarmament will have made available in their respective national budgets

YUEN LI LIANG The Question of Access to the United Nations Headquarters of Representatives of Non governmental Organizations in Consultative Status *The American Journal of International Law* 48 (3) July 1954 p 434 50  
Cases have occurred from time to time of the American authorities forbidding the access to United States territory of representatives of non governmental organizations who wish to attend the proceedings of the United Nations These decisions have raised delicate questions of law Article 71 of the Charter and the agreements made between the United Nations and the American authorities on the one hand and Resolution 288 (X) of the Economic and Social Council establishing consultative status for non governmental organizations on the other can be so interpreted as to lead to different conclusions The Secretariat General has however reached a working agreement with the American authorities one of the more important provisions of which is effective arbitration arrangements in disputed cases

## INTERNATIONAL ORGANIZATION

FRANCIS E K Sociological Concepts and the International Order *The Review of Politics* 16 (4) October 1954 p 475 84  
Among the causes of international tension importance attaches to those arising from an insufficiently precise definition of such basic sociological concepts as people in particular for an understanding of the problem of minorities The memorandum of the Secretary General of the United Nations on the definition and classification of minorities is a noteworthy attempt in that direction and clearly reveals the superficial nature of any approach whereby the sociological complexity of the modern world would be reduced to nothing more than the pattern of territorial states

LANG W D La contribution de l'histoire constitutionnelle à l'organisation internationale *Revue internationale d'histoire politique et constitutionnelle* (13) January March 1954  
Constitutional history has a part to play in the shaping of the international societies institutions More particularly it can throw light on certain difficulties encountered in our day in the sphere of international co-operation by revealing and explaining the evolution of the political organization of states In this connexion three lines of research can be suggested—the transference of sovereignty from the monarch to the crown or state in the abstract of modern public law  
the conversion of national representatives into national representatives  
the achievement of

## INTERNATIONAL LAW

VERDROSS A General International Law and the United Nations *International Affairs* 30 (3) July 1954 p 300  
The general principle of the United Nations is that the United Nations is the only organization of the world which can conclude

into the rule previously accepted thus it has introduced modifications without their consent and assumes the status of genuinely supranational law even overriding bilateral state treaties should the latter be in conflict with itself A point

prudent and technique which remains to be determined presupposes repeated recourse to traditional legal technique and principles

ENTER ATTO AL ARBITRATO

LALIVE F. A. L'affaire de l'or minéral albanaise. *Revue générale de géologie internationale*  
 (1) July-September 1954 p. 438-60

- effect of the Albanian gold reserves

entitled by this ward since Italy has begun p the C...  
against France Great Britain and the United States f America who appear  
that the Albanian gold reserves should be  
government n pa t discharge of the ward

JULY L. Arb. trst. n a d Judici l S tlement *The American Journal f International Law* 48 (3) July 1954 p 380-4 7

The establishment of courts such as the Permanent at Court of International Justice and the International Court of Justice has not put an end to international arbitration, <sup>as it</sup> ~~as it~~ has been used more frequently in recent years despite its genuine

reluctant to accept the jurisdiction of the court. Whereas after the first world war the peace treaties expressly specified that the Permanent Court was competent to settle disputes arising out of the interpretation or execution of the treaties the 947 treaties established arbitration procedures to resolve such differences. This is evidently hostile to Soviet interests towards a judicial body where the Union of Soviet Socialist Republics cannot exercise a right of veto though it should be added that the

mediated either by bilateral consultation or by the use of the United Nations.

CARLSTO L. S. International Arbitration Procedure *Abilene Journal* 9 (2) 1954  
p 838

The draft national Law Commission makes an important contribution to the study

ent n u s i n f a t g e n e q u a l t a d i n g w i t h t h p r o c e d i n g s i t h i n t e r n a t i o n a l c o u r t  
f j u s t i c e s . T h i s v i e w f i t h p r i n c i p l e w i l l c o n c a d m i t m a y a d d o e s n o t p p e  
l e u l t e d t i n c r a s e c u r t b t r a t i n b y g o v e r n m e n t s

<sup>1</sup>Metz & S. II Settlement of International Disputes by Non-Judicial Methods 77  
*American Journal of International Law* 48 (3) July 1954 p 403-20

nation by the San Francisco Charter Affirmation  
concepts of a major treaty

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a. of in themselves any guarantee of peaceful coexistence but they remain the sole path to such coexistence and to the extent that they are based on the notion of state sovereignty enable the small powers to make their voices heard in the exchanges between the Union of Soviet Socialist Republics and the United States of America

FERNANDES R. A responsabilidade dos Estados em Direto Internacional (The Responsibility of States in International Law) *Diálogo* 9 May 1954 p 28-48  
This paper reproduces the full text of a lecture delivered in 1952 on the question of the international responsibility of states. An account is given of how these matters are dealt with in the international law of the American republics and more particularly in Brazil and doctrine and jurisprudence and a comparison with European theories is made. The author notes the reciprocal influence of national doctrines and the influence of the United Nations on the growth of the notion of law in international relations

PELLA V. V. Le code des crimes contre la paix et la sécurité de l'humanité *Revue de droit international de sciences diplomatiques et politiques* 32 (2) April June 1954 p 111-18 (continuation)  
The suppression of crimes against the peace and security of mankind presupposes recognition that states can incur criminal responsibility. This principle is far from being generally accepted. Yet a number of arguments can be adduced in its support: the collective intention must be regarded as the prime consideration determining the criminal responsibility of a state just as the intention of the individual is the prime consideration in determining the responsibility of natural persons. The juridical identity of the state is of such a special nature that it is impossible to maintain that it is merely the result of a fiction against the constitutional organization of states.  
of a nation as a whole since in many cases the parliament and lastly it seems necessary as prevention policy to prosecute all those who took any part directly or indirectly in the criminal act—the whole state. Accordingly from the judicial angle at least the United Nations were wrong in restricting the repressive action to natural persons

La convention sur l'asile diplomatique (The Convention on Diplomatic Asylum)  
*Chronique de politique étrangère* 7 (45) September 1954 p 579-83  
Concluded at the Tenth Inter American Conference at Caracas the Convention on Diplomatic Asylum codifies a practice peculiar to South America and affords interest in illustrating the convention is that it affords the right of asylum to the 18 signatory countries rather than to

JUGLART M. Le droit aérien actuel est-il un droit autonome? *Recueil Dalloz* 26 July 1954 chronique p 117-2  
The original features of air law are seen mainly in two connexions—a traffic which raises problems without equivalent in other branches of law and responsibility in the air which establishes the principle of objective responsibility. Nevertheless air law cannot be regarded as unrelated to other branches of law in many respects it is close to maritime law and to the general law on transportation against the legal status of the aircraft is based on precedents drawn from maritime and terrestrial law. Hence while air law must be a separate branch the extensive work of codification juris

... structure accordingly  
... the extent of the  
... organization of  
... choice of the  
... these problems  
... legal traditions  
... attachment to the  
... national relations

# THE ECONOMIC AND SOCIAL COUNCIL

DOMKE M. Il progetto d'organizzazione del Naziona Ute sulle prattiche restrittive  
n il campo econo mi (The Draft United Nations Convention on Restric  
Business Practices) La Comunità internazionale 9 (2) April 1954 # 259-66  
... and Social Council have been studying the effects

... exchanges. This  
... up, but it proved  
... the United Nations  
... has been made  
... to the Council  
... cartels and almost  
... interests and legal

## INQUIRY INTO

systems the categorical proposition has been by certain states ... the impossibility of  
prescribing criteria recognized by all led the drafters of the project to recommend an  
international body lacking any real powers but nevertheless in a position to exert  
influence through the publicity it would give to restrictive business practices  
whose effectiveness is generally depends on their persuasiveness

1

22

March 194) took place against the background of the ...  
... the ... the United States of America was going through  
... and ... difficulties were ... in Western Europe. The latter difficulties  
... the policy of ... and the obstacles posed by the United States of  
America in the way of the establishment of normal commercial relations between  
Western and Eastern Europe. For this reason the ... question was devoted, in  
the main to discussing the ... assumption of commercial relations between  
the East and West of Europe. The Western European states being unanimously in  
favor of such assumption, even the ... of the United States of America was  
... to encourage its desirability. The Soviet ... declared ... each ... to do its  
utmost to create commercial exchanges with Western Europe. ... emphasized that  
the Union of Soviet Socialist Republics was ready to work to that end in  
particular by the ... of commercial treaties. On the ... of the Union  
of Soviet Socialist Republics the commission decided to ... the Committee  
for Development of Trade which had ... in 1949. The committee is  
... means of removing the ... exchanges between the two parts of Europe  
and to promote the ... of long term treaties ... agreements etc. The  
... the ... for ... in ... relations between the West  
and East of Europe and the ... of the ... to achieve ...  
assumption.

VIKTOROV V. O. ... Ek ... missi OON dly Az Dal'nykh Vostok  
(Th Tenth Session of the UN Economic Commission for Asia and the Far East)  
... Torgovy (Moscow) 2 1954 p 8-14

A new method of settling international legal disputes has been bodies responsible for economic co-operation national Monetary Fund Agreement all make differences arising from The solution of these problems is therefore made to depend in the last resort on a system of balance voting It is not impossible that this system may be extended It is perhaps a realistic rather than a legally tenable compromise between the right of veto and the principle of equal votes but in economic questions at least it is the only practicable method owing to the magnitude of the financial interests at stake and it has already proved its effectiveness

# COLLECTIVE SECURITY

YAKOVLEVICH R O La légitime défense et l'article 51 de la Charte de l'ONU *Annales de droit et de sciences politiques* 14 (3) 1954 p 55 88

The impossibility of creating an effective system of collective security on a world wide basis led the authors of the United Nations Charter like those of the League of Nations Covenant before them to resort as a secondary principle at least to the notion of the right of self defence The novel feature of Article 51 of the United Nations Charter is its provision that such self-defence may be effected either collectively within a regional organization or individually A study of the preparatory work for the San Francisco Conference brings out clearly the political divergences which dictated these concessions to the theory of the Security Council's monopoly in the maintenance of peace moreover the limitations placed by Article 51 on the exercise of the right of self defence and more particularly the measures for supervision by the Security Council are seen to be of no practical significance The North Atlantic Treaty Organization is the most notable example of this broader interpretation of the San Francisco principles

WOLFERS A Collective Security and the War in Korea *The Yale Review* 43 (3) June 1954 p 481 96

The intervention of the United Nations in the Korean conflict is as illustrating the principle of collective security The narrow definition of the concept

What the  
abandoning its role as mediator

## REVISION OF THE CHARTER

YEPES J M La Reforma de la Carta de las Naciones Unidas y el Derecho internacional americano (Revision of the Charter of the United Nations and American International Law) *Universitas* 6 1954 p 47 70

The question of the 1955 revision of the United Nations Charter was discussed by the Second International Law Congress held in São Paulo The congress directed its attention to five main points all arising out of the *de fact* relations which have developed

Technical Assistant for Economic Development *The New Zealand*  
1954

Technical assistance—the  
of Technical Assistance  
must be emphasized that  
a fraction of the resources  
and it has enabled basic

intangible as a generation

or two

# NON-SELF-GOVERNING TERRITORIES

ROCHE J. La souveraineté dans les territoires sous tutelle *Revue générale de droit*  
*international public* 58 (3) July-September 1954 p 399-437

The trusteeship system raises delicate questions in public international law with  
the concept of trust territories rest. It seems logical to distinguish

from which it can be seen  
in the United Nations. It must therefore be decided that the sovereignty rests  
in the trust territory itself. Exercise of sovereignty on the other hand lies under the  
supervision of the international organization concerned with the state responsible  
for administering the territory

LEFAUCHEUX, M. M. Les problèmes d'Outre-Mer devant l'Assemblée Générale des  
Nations Unies *Revue juridique internationale de l'Union française* 8 (2) April-June 1954  
p 153-68

The Fourth Committee of the United Nations General Assembly has since 1946  
been the scene of an anti-colonialist campaign which is often ill informed and seldom  
disinterested. The clauses of the Charter dealing with the administration of non-self  
governing and trust territories have not been observed but have been interpreted  
as to increase the Organization's powers. In consultation and means of supervision  
I may say these efforts have been undertaken impartially against France  
with partiality which risks compromising the authority of the United Nations.  
Certain tactics which take the lead in the anti-colonialist drive do not themselves  
have instituted as a democratic in character as those of the French Union and  
may seem astonishing that it is when international co-operation depends  
on the Commonwealth or the principles of

FRANK J. Peoples in Trust *Contemporary Review* March 1954 p 166-70

The fact that the Trusteeship Council in the strength of a banded and debated  
interpretation of its terms of reference has frequently discussed the colonial question  
as which has used measures to meet the needs of the administering powers  
and it may have cooled the goodwill of these states which in extremely heavy  
responsibilities and expenses. Nevertheless the trusteeship system established  
by the United Nations Charter will not have had as its result the ending of the  
colonial nations against the rest of the world. Although the divisions and the deep  
between the two groups have ever since each in its own degree of intensity



The tenth session of the United Nations Economic Commission for Asia and the Far East held at Kandy (Ceylon) in February 1954 showed that despite the relaxation of international tension which followed the conclusion of the Korean armistice, the economic position of the countries of the region has grown worse. The chief reason for this is that these countries have little industry and that their economies depend in the main on the export of a few basic products (rubber, tin, rice, cotton, tea, etc.); the demand for and price of which have since 1953 fallen considerably. The commission's conclusion was that the industrialization of the region's countries had made little progress and that their economies were dangerously dependent on the fluctuating circumstances of the world's main industrial countries. The remarks of the Soviet delegate attracted much attention. The Union of Soviet Socialist Republics indicated its willingness considerably to expand its commercial relations with the countries of Asia and the Far East and to afford them any necessary technical assistance. The improvement of their economic relations with the socialist countries is known to be essential. Against this background, the American and Greek countries are concerned with the development of the region (but at exorbitant terms) and the development of the region at the expense of industry. The session showed that whereas the Union of Soviet Socialist Republics was ready to afford aid to the countries of the region, the capitalist states wished to continue the policy of subordinating those countries' economic interests to their own. The session further demonstrated that the countries of the region were interested in the development of commercial relations with the socialist countries and that certain of them (more particularly India, Indonesia and Burma) sometimes refuse to follow the imperialist countries' line.

#### TECHNICAL ASSISTANCE

ESCARPENTER C. El fondo especial de las Naciones Unidas para el desarrollo económico (The Special United Nations Fund for Economic Development) *Moneda y Crédito, Revista de Economía* 45 June 1953 pp. 81-8.

In March 1953 a special commission appointed by the United Nations Economic and Social Council drew up a report on the establishment of a special fund which would make outright grants and long-term low interest loans to the underdeveloped countries. The fund would be financed from the annual dues of its members and though administratively independent of the United Nations it would be very closely associated with that Organization and subject to its control.

Social Council. The Special Fund for Economic Development. It is to be feared that the fund might be used to the detriment of the utilization of the surplus—agricultural or raw material—of the underdeveloped countries—through the building up of equalizer stocks and by price stabilization.

Postwar International Aid Programmes (II) The United Nations Expanded Programme of Technical Assistance: *Current Notes on International Affairs* 25 (3) March 1954 p. 168-78.

The Expanded Programme of Technical Assistance is the largest item in the programmes executed by the United Nations. Conducted in close co-operation with the Specialized Agencies, its resources since 1948 have amounted to \$20 million annually.

The Australian Government has been using this fund for the total contributions paid and has been used either for the fees of experts for the provision of fellowships or for the supply of certain material.

# ORGANIZATION REVIEWS ANNOUNCEMENTS

CAMPBELL A. Technical Assistance for Economic Development *The New Zealand Journal of Public Administration* 16 (2) March 1954 p 111

New Zealand is an only interested nation in two forms of international technical assistance— Colombo Plan and the United Nations Expanded Programme of Technical Assistance. The similarities between which are worth stressing. Firstly it must be emphasized that technical assistance in which ever form can supply only a fraction of the resources which the underdeveloped countries need. On the other hand it has enabled basic operations to be carried out which without it would have been seriously delayed. It has also evolved a relatively high contribution to international understanding in economic and welfare towards classifying projects in order of priority as terms of the trend in western economic development, and co-ordinating technical inherent plan of national economic development, and co-ordinating technical assistance with foreign capital investment is well calculated to increase the effectiveness of these programmes whose results will however only become tangible in a generation or two.

## NO SELF-GOVERNING TERRITORIES

ROCK J. La question de nos territoires sous tutelle *Revue générale de droit international public* 58 (3) July September 1954 p 399-437

The trusteeship system raises a delicate question in public international law with which we do the sovereignty of trust territories. It seems logical to distinguish between tutelage so ere gony and the exercise of sovereignty. Neither the peace treaties the League of Nations Covenant nor the United Nations Charter contain any provision from which it can be inferred that the tutelage sovereignty over such territories is vested in the United Nations. It must therefore be concluded that tutelage is under the purview of the territorial self-exercise of sovereignty on the other hand lies under the for administering the territory.

LEVAUGHAN M. M. Les problèmes d'Outre-Mer devant l'Assemblée Générale des Nations Unies *Revue juridique et politique de l'Union française* 8 (2) April June 1954 p 153-68

The Fourth Committee of the United Nations General Assembly has since 1946 been concerned with an anti-colonial campaign which is steadily informed and seldom disinterested. The uses of the Charter dealing with the administration of non-self governing and trust territories have not been observed but have been interpreted as to increase the Organization's powers of intervention and means of supervision. In many cases the Organization has been invited more particularly by the United Nations with partiality which risks impeding the authority of the United Nations. Certain states which take the lead in the anti-colonialist drive do not themselves have institutions as democratic as has been the case with the French Union and may not be most in the progress of federalism, the British Commonwealth and the French Union should be discussed and stated in the name of the principles of the United Nations Charter.

FOUN E. Peoples and Trust *Contemporary Review* March 1954 p 66-70

The fifth of the Trusteeship Council's strength of a broadened and debatable interpretation in terms of reference has frequently discussed the colonial question in which it has caused some confusion in the part of the administering powers as to what has caused the goodwill of these states in which an extremely heavy and it may have cooled the goodwill. Nevertheless the trusteeship system is bluish and the disputes are faint as they

public discussion of the administration of the trust territories has in the final count facilitated understanding between those groups and influenced the general policy of the colony-owning states in regard to non self governing territories

# THE REFUGEE PROBLEM

WEIS P La protection internationale des réfugiés (1) *Revue internationale de la Croix Rouge* September 1954 p 737-56

The refugee problem is among those which show most clearly the need for recognizing that international law applies to individuals as such. The Geneva Convention of 1951 which came into force in April 1954 governing the legal status of refugees under the protection of the United Nations marks a substantial advance in this respect. This convention establishes the principle of co-operation between the signatory powers and the United Nations High Commissioner's Office for Refugees. It lays down the conditions for the admission and expulsion of refugees, regulates their personal status and sets forth special rules for their protection in time of war. On another point the problem of travel papers for refugees was dealt with by the Inter Governmental Conference in London in 1946.

## PROTECTION OF CULTURAL ASSETS

WILHELM R J La Croix Rouge des monuments *Revue internationale de la Croix Rouge* October 1954 p 793-815

The Convention for the Protection of Cultural Property in the Event of Armed Conflict signed at The Hague on 14 May 1954 by 37 states must be regarded as a tribute to the Red Cross for the Hague convention as a means of safeguarding the cultural heritage of the nations from the destructive effects of war. It has recourse to the methods successfully used by the Red Cross for the protection of civilians, prisoners and wounded. Thus the Red Cross for monuments has the protection of civil and the repercussions of the possible use of force. The security since the variance with the Red Cross itself the war. It would not be the blind methods of mass destruction available to modern armies towards the prohibition of total aggression to observe the provisions of the convention if using the Red Cross.

## INTERNATIONAL OFFICIALS

X Idéologies nationales et fonction publique internationale *Revue internationale de la Croix Rouge* April June 1954

The case of the officials of international organizations in subversive connexion with international relations to the United Nations being concerned in arising in the United Nations.

The case of the United Nations of the compensation as a further legal problem to give effect to the decision of the International Court of Justice will complete a body of precedents which must be regarded as of the highest importance in the history of the international civil service.

# THE SPECIALIZED AGENCIES

## INTERNATIONAL COURT OF JUSTICE

McNAUL A D G. *Journal of International Law* (The Development of International Justice) *La Comunità internazionale* 9 (2) April 1954 p. 211-20  
 The history and development of international systems of jurisdiction can be divided into three main periods. The first of these begins in 1794 when we find the first instance of international arbitration in the modern sense of the term. Through the nineteenth century this practice made rapid progress. Its usefulness was however limited by the lack of permanent arbitrators and established rules of procedure. With the creation of the Permanent Court of Arbitration, as a result of the Hague Conference of 1899 and 1907 marked the beginning of a new epoch in the legal settlement of international disputes. The third stage was reached in 1922 with the foundation under the auspices of the League of Nations of the Permanent Court of International Justice to which the existing International Court of Justice is the successor. A brief summary of the work of these legal institutions leads to the conclusion that, although international justice is hardly likely to develop into a systematic scale in the near future the results already achieved and the body of jurisprudence built up by the various international organizations of the modern world and justify the hopes placed in the judicial settlement of international conflicts.

## UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

LE VUE LE J. Les cultures à l'Unesco. *Christiana social* 62 (9-10) September

f. ... cal ed in most countries. Since international co-operation in this Seminar on the Methods and ... ped ... rated ... ablish

M.

2. *Ala* ... Th. Reg. I. Fundamental Education. ... shed by the combined efforts of the Mexican Government, the Organization of American States, the Special Agency including FAO, WHO, and ILO. It operates in districts inhabited by communities of Tarascan peasants and herders of the Lak Pátz (Mexico) area. The center serves as a practical laboratory where students from all the Latin American countries learn the techniques of the 8-month course in the future structure of the local people's employment hygiene and the appearance of the format on the purpose of the center on the new

If then and ignorance country- ... Latin American value

MANUEL P. L. *Unesco et la coopération*. *Revue de coopération internationale* / *Review of International Co-operation* 47 (8-9) August-September 1954 p. 193-8

The improvement of fundamental education is one of the conditions upon which the success of co-operative undertakings in the underdeveloped countries primarily depends. Unesco can help to create this cultural basis and has already begun to work to that end in India. An interesting parallel may be drawn between the projects to be executed in that country and those carried out in Denmark from 1814 to the present day.

#### WORLD HEALTH ORGANIZATION

LEVY D. L. Organisation Mondiale de la Santé. *Revue internationale d'histoire politique et constitutionnelle* 13 January-March 1954 p. 64-79.

The World Health Organization is one of the youngest of the Specialized Agencies as it dates only from 1948. Despite the immensity of the tasks confronting it and the difficulties encountered by every international organization, it has already achieved a great deal.

to the maximum of decentralization. It may be noted for instance that everything has been done to facilitate the admission of Member States; unfortunately however this aim was somewhat compromised almost at the outset by the withdrawal of the Union of Soviet Socialist Republics, the Byelorussian and Ukrainian Republics.

#### THE INTERNATIONAL BANK

BLACK E. R. Aspetti del commercio estero statunitense e funzioni della Banca mondiale (Aspects of United States Foreign Trade and Functions of the International Bank). *Banca* 10 (4) April 1954 p. 383-8.

The International Bank for Reconstruction and Development has a particularly important part to play in the liberalization of trade by encouraging the flow of American investment to Europe and the underdeveloped countries.

La Banca Mondiale attraverso sette anni di attività (Seven Years Work by the International Bank). *Bancaria* 10 (4) April 1954 p. 421-30. Ever since its foundation the International Bank has played an important role.

#### International Settlements

#### THE INTERNATIONAL MONETARY FUND

DELAUME G. R. De l'élimination des conflits de lois en matière monétaire réalisée par les Statuts du Fonds monétaire international. *Journal du droit international* 81 (2) April-June 1954 p. 332-77.

INTERNATIONAL LABOUR ORGANISATION

LAURENCE N. LOIT et le développement de la coopération *Revue de la coopération internationale* 47 (8-9) August-September 1954 p 183-9  
The International Labour Office has always taken a keen interest in the progress of co-operative activity in underdeveloped countries. As early as 1920 it undertook a systematic survey of co-operative organizations throughout the world and the International Labour Organisation is now taking another survey in collaboration with the FAO in the efforts being made to promote the co-operative movement within the framework of the Expanded Programme of Technical Assistance. Some 15 technical assistance projects were initiated by the Organisation in 1952 and 1953. Co-operative activity is undoubtedly one of the most effective means of remedying the economic and social backwardness of the underdeveloped countries—an object whose importance and urgency the ILO has constantly stressed.

INTERNATIONAL FOOD AND AGRICULTURE ORGANIZATION

HENRY R. N. L'œuvre de la F. A. O. à l'échelle rurale et le développement de la coopération *Revue de la coopération internationale* 47 (8-9) August-September 1954 p 189-92  
Since 1949 FAO has been striving to further the progress of co-operative activity in underdeveloped countries. Despite its limited resources it has undertaken general surveys organized in Africa, Asia and the Caribbean areas, helped to train co-operative personnel in many countries and sent out several missions of experts under the Expanded Programme of Technical Assistance. This work has often been carried out jointly with the Specialized Agencies (ILO, UNESCO) or with non-governmental organizations such as the International Federation of Agricultural Producers and the International Co-operative Alliance and it has made an effective contribution to the improvement of conditions in rural areas.

BOOK REVIEWS

INTERNATIONAL ORGANIZATION

HILL, N. *Contemporary World Politics* New York Harper and Brothers 1954, xvi + 744 p.

Any study of international politics presupposes a thorough knowledge of the legal and sociological structure of states, their type of institutions and their diplomatic representation. The historical and geographical situation of states must also be analysed. Lastly the development of foreign policies cannot be explained or forecast without a knowledge of the basic factors—ideological, economic, social and even technical—by which these policies are shaped. Recourse must therefore be had to many different disciplines for any such study. The new form of diplomacy that has emerged with the development of the world-wide development of the sciences combined to a understanding of the basic war and peace.

préface de l'éditeur

*The Indian Yearbook of International Law*  
509 p. 8vo

953 University of Madras Madras 1953

# INTERNATIONAL SOCIAL SCIENCE BULLETIN

This is the second volume of a yearbook published under the auspices of the Indian Study Group of International Affairs at the University of Madras and edited by Charles Henry Alexandrowicz. The work is divided into three parts each containing a number of contributions by different authors.

The first part deals with international economic organizations and economic problems. It consists of papers on ECAFE—the economic parliament of Asia (by Dr P S Lokanathan) the future of the Indian economy (by Dr Vera Anstey) the Bretton Woods Organizations and underdeveloped countries (by professor H N Ganguli) the GATT and India (by Dr D Bright Singh) and the village panchayat as a vehicle of change (by Professor D Thorner).

The second part deals with international relations both current and historical. Articles have been contributed on India's policy of non alignment (by Professor T M P Mahadevan) the Japanese Monroe Doctrine (by Dr C J Chacko) a Nehru doctrine for Asia (by A K Srinivasamurthy) inter state relations in Asia (by Professor K A Nilakanta Sastri) the envoy in the Ramayana and the Kural (by Professor B Bhaskaran) the grant of Madraspatnam to the English East India Company (by Dr T V Mahalingam) modern Sam (by Professor M K Muniswami) the Sino-Tibetan Agreement of 1951 (by R N Rahul) and the Kashmir problem (by M K Nawaz).

The third part devoted to international and comparative law contains two papers one on the developments in the field of private international law in India by the Indian Advocate General (V K Tiruvankata Chari) and the second on common law prerogative writs in India by the editor of the yearbook. There is also a description and discussion of the dissenting judgment of Mr Justice Pal at the Tokyo International Military Tribunal for the Far East. Some 50 pages are given over to the texts of treaties concluded between the Government and President of India and foreign governments or heads of states. About 120 pages record discussions in international law private international law constitutional law etc. The yearbook concludes with reviews of a select number of books and publications.

*Yearbook of International Organizations 1954-55 (Fifth Year)* Brussels. Uncon of International Associations 1954-1956 p. 8vo.

The yearbook contains entries for 138 different international organizations divided into four sections: the United Nations and Specialized Agencies the supranational organization of the European Coal and Steel Community other intergovernmental organizations (such as the Caribbean Commission the International Hydrographic Bureau or NATO) and international non-governmental organizations. These sections which are by far the largest are subdivided into: Employers Trade Unions Labour a Industry (118 entries) Science and Technology Building (34 entries) Medicine and Health (10 entries) Engineering and Youth (53 entries).

Entries vary in length and detail. The size and scope of the organization's membership structure and size are given in detail. The size and scope of the organization's membership structure and size are given in detail. The size and scope of the organization's membership structure and size are given in detail.

The yearbook is written in French, an index of keyword index to the French, an index of included and a geographical secretariats) of organ.

The last edition of the yearbook appeared in 1951 and the present volume has been completely revised and supplemented by 330 new entries.

## UNITED NATIONS

*Annual Review of United Nations Affairs* 1953 Published by C. Eagleton and R. N. Swift New York New York University Press 1954 7 + 213 p 80  
The fifth volume of the *Annual Review of United Nations Affairs* surveys developments

Mr Trygv Lunde is the author of *The Cause of Peace: Seven Years with the United Nations* New York Macmillan Co 1954 xvi + 473 p po tra : 8 o \$6

of the United Nations deserve close attention since they provided a valuable key to the understanding of present-day international problems.

F. CHER. A. RAB. O. U. *United Nations Play and Programs* Boston Pl. ys. 1924  
m + 8 p 8vo

These drawings of the United Nations and Specialized Agencies may be brought home to the public in various ways. The artists of this collection have used for the purpose a technique that is very popular in America. In the form of songs, poems and



been wholly rejected by Soviet theorists. This fact clearly emerges from an analysis of the main sources and successive changes of Russian doctrine. Even more illuminating is a study of the individual solutions accepted by the Soviet Union for certain major problems of the law of nations. Thus summing up of the difference between the views of the West and those of the Communist world is especially instructive as regards the attitude towards international organizations and the Specialized Agencies.

GLASER, S. *Introduction à l'étude du droit international pénal*. Foreword by A. L. Goodhart. Brussels: E. Bruylant, Paris: Sirey, 1954. vii + 208 p. bibliography. 840.

Criminal law as a new branch of public international law made its first practical appearance with the establishment of the Nuremberg and Tokyo Tribunals in 1945 and 1946. It should thus still be regarded as in process of development. The basic concepts of international offences, the definition of the subject of international law (States or individuals) and the principles of international criminal responsibility have been fairly clearly established by doctrine and jurisprudence, but much remains to be done in the matter of codification. The outstanding problems have been sought since the end of the war.

of a permanent  
the law of nations  
has no executive  
of any decisive  
being replaced one day by the dogma of the sovereignty of law  
which stands in the way  
we can now however look forward to its

STONE, J. *Legal Controls of International Conflict: A Treatise on the Dynamics of Disputes and War Law*. London: Stevens and Sons Ltd, 1954. ix + 831 p. bibliography. index. 840.

In no field does the divorce between international law and practical politics to which several authors have drawn attention emerge with greater clarity than in that of disputes between states. Should we stop short at present or go on to war? state of affairs or go on to war?

...in the law of  
...and with a comparison between  
...Soviet concepts. In the second part of his work he deals with the general problem of the legal settlement of international disputes, dwelling on the procedures established by the United Nations Charter and on their practical application. Lastly he describes the laws of war—more exactly the different forms of war that have emerged in the twentieth century—as well as the status of belligerents and neutrals. This analysis of doctrines, treaties and jurisprudence would give a very imperfect idea of the scope of international law if it were not supplemented by a detailed description of the practical decisions taken by modern states in the name of international law—decisions that are still all too often completely incompatible with one another.

FORD, Alan W. *The Anglo-Iranian Oil Dispute of 1951-1952: A Study of the Role of Law in the Relations of States*. Berkeley: University of California Press, 1954. xiv + 348 p. bibliography. index. 840.

The Anglo-Iranian oil dispute is a major event in international relations after World War II. Furthermore, it afforded an opportunity for testing the machinery for security and the peaceful settlement of international disputes evolved by the United Nations. From this standpoint the experiment proved rather disappointing. The International Bank made several unsuccessful attempts to shoulder the economic consequences devolving upon it. The Security Council, which had intervened to good effect in the 1945 Russo-Iranian conflict, was in September 1951 powerless to take any practical action. As for the International Court of Justice, its attitude amounted to a veritable denial of justice.

# ORGANIZATION REVIEW'S ANNOUNCEMENTS

## THE SPECIALIZED AGENCIES

*Società Italiana per LOrganizzazione Internazionale Istituto specializzato delle Nazioni Unite*  
*Statut Documents annexes* (The Specialized Agencies of the United Nations  
 Constituted and Annexed Documents) P. du C. Cedam 1954 vi + 729 p. 8.00  
 This volume of documents which I have put up a work on the United Nations reproduced  
 in English and French. It contains the Constitutions of the Specialized Agencies each being  
 prefaced by a brief history of the agency concerned. The annexes contain the  
 Constitution of the International Refugee Organization (which was dissolved in 1951)  
 the text of the General Agreement on Tariffs and Trade the Convention for the  
 establishment of the International Maritime Consultative Organization and  
 finally the Convention on the Privileges and Immunities of the Specialized Agencies.

LAFAYETTE M. ALLEN C. D. *Institutions spécialisées Problèmes juridiques et politiques d'*  
*administration internationale* Paris Editions A. Pedone 1953 168 p.  
 The present development in international administration since 1945 has used a series  
 of legal and political problems to which governments have gradually adjusted  
 themselves. The author describes the Specialized Agencies and explains the legal  
 aspect, tracing their relationship with the United Nations. He then discusses the  
 geographical sphere of influence. The third part of the book is entirely concerned with  
 relations between governments and the Specialized Agencies and dwells on the radical  
 transformation of the classical rules of diplomacy resulting from the new procedures for  
 international administration.

## BIBLIOGRAPHIES

ROUSSEAU, M. STEPHAN M. *Le publications officielles de institutions européennes* Paris  
 Carnegie Endowment for International Peace 1954 76 p. no price given. 8.00  
 As supplement to this booklet on official publications and international documentation  
 published in January 1952 the European Centre of the Carnegie Endowment has  
 issued a bibliography confined on this occasion to the European organizations set up  
 by European initiative and thus excluding the publications of the non-European  
 governmental agencies. The great international organizations. The bibliography  
 drawn up early in October 1953 is arranged according to the order in which the  
 various organizations were established. Under each organization is a brief note  
 indicating the date of its establishment, its organization and its membership. As a  
 rule, a short abstract of the documents listed is given.

ROUSSEAU, A. *Selected Bibliography on International Organization* The Carnegie Endow  
 ment for International Peace August 1953 36 p. mimeographed  
 This bibliography brings up-to-date that outstanding work by Goodrich and  
 Hambro *Character of the United Nations Commentary and Documents* published in 1949.

GATT *Bibliography* 1947-1953 Geneva GATT Secretariat 1954 40 p. no price  
 given.  
 This bibliography lists documents concerning the establishment of the GATT which entered into force early  
 in 1948. It contains a list of the various GATT publications and analyses of the text of the Agree  
 ment and a short lecture on GATT published in French followed by unannotated references  
 yearly order to articles from periodicals edited in French and other material concerning  
 GATT issued in any country between 1947 and 1953.

### III NEWS AND ANNOUNCEMENTS

## THE FIRST INTERNATIONAL CONGRESS ON THE SOCIOLOGICAL ASPECTS OF MUSIC IN BROADCASTING

Paris Unesco House 27-30 October 1954

The First International Congress on the Sociological Aspects of Music in Broadcasting was held at Paris from 27-30 October 1954, organized by the Committee for the Study of the Sociological Aspects of Music in Broadcasting in co-operation with the Unesco House.

The great art of music and its development in the age of broadcasting have become of increasing importance. The first international congress presided over by Dr Alphons Silbermann (Australia) studied and discussed five main subjects of investigation.

In connexion with the first of these subjects or themes—The transformation of social structures through the influence of broadcast music—Professor Theodore Caplow of Minnesota University (United States of America) presented a paper on 'The influence of radio on music as a social institution'. Mr Caplow endeavoured to show that a prime feature of radio considered as a medium of mass communication was that it did away with the normal interaction between individual listeners in the performance of music. Further from the economic point of view, the cost of some years ago.

Professor Juan of the Vienna Broadcasting Institute presented a paper on 'The basic problems of broadcast music—the influence of technology on music'. He emphasized that in order to counterbalance the harmful effects which the purely technical recording of music might possibly have on society, broadcasting should be imbued with a real sense of music and art. In a paper entitled 'Some sociological problems in musical broadcasting with special reference to the difficult process of social and cultural adaptation to new technical factors', Professor König of Cologne University made it his task to define the functions of radio. Lastly Professor Carlos Echevarría of the University of Mexico drew attention to the fact that a general lowering of the standard of musical taste in Latin America had been observed under the influence of North America.

The second general theme was 'The continuity and cultural value of broadcast music programmes'. In a paper entitled 'The radio purifies and confirms music', Mrs Gisèle Brelet spoke of the aesthetic problems resulting from the intermediary role played by the radio producer between performer and listener, and the process of abstraction and analysis.

Speaking the next theme Nature and development of musical programmes  
 d their field of influence Mr René Dovaz (Director of Radio Geneva) who  
 nsidered that the radio mains and will continue to be magnificent medium  
 f communication drew attention to the need for a uniting of efforts in the field of  
 broadcasts first European and subsequently on a world scale Professor  
 H. H. Stuckenschmidt of Berlin University made a statement on the limitation of  
 musical performance in the auditory sense. He particularly used the question  
 whether most listeners preferred improved technical music or not. He further  
 drew attention to the fact that in the case of individuals listening to a musical broadcast  
 the circumscribed nature of the performance might itself be the starting point for new  
 artistic associations in the listeners' minds.

At the final meeting the Congress discussed the theme Musical programme building  
 and its organization. Mr L. Isaacs, Music Director of the Home Service of the BBC  
 (London) expressed the opinion that the primary task of the programme builder should  
 be to influence the listener directly in favour of good music but to prepare good  
 musical programmes thus helping indirectly to raise the general standard of musical  
 appreciation.

Mr J. A. P. N. "The popularization of music by means of the radio. Mr R. V. Ngermece  
 Assistant Director of Music Broadcasts of the INR (Belgium) took the line that in  
 order to train the public's taste a programme policy and a cultural broadcasts  
 policy should be established.  
 The papers presented were discussed by over 200 congress members. The following  
 resolutions were adopted:

*Resolution proposed by M. G. d. (Geneva)* In order to encourage research on "The  
 social aspects of music in broadcasting" a study should be made of the principal  
 practical use of the congress recommends (a) that a committee be made of the principal  
 sociological data with which these responsible broadcasting should be familiar in  
 order to establish their efforts to promote knowledge and appreciation of music in the  
 different social phases (b) that attention be drawn to modern scientific methods of  
 discussing such data.

*Resolution proposed by M. D. a. (Geneva)* The congress (a) recommends that broad-  
 casting organizations which are unable to broadcast simultaneously on several networks  
 should also use frequency modulation (b) suggests that specialized documentation  
 in the problem of broadcast music lessons and the solutions adopted in the various  
 countries be prepared as soon as possible (c) proposes that the Centre d'études  
 radiophoniques of the Radiodiffusion Télévison française (with any groups of  
 research workers who might be willing to assist in the various countries) the European  
 and International Broadcasting Unions and Unesco be requested as part of the  
 preparation of the book on the role of radio in the dissemination of culture to assist  
 in the collection of the documentation referred to in numerous resolutions (discussed  
 by the congress)

*Resolution proposed by D. Ro. l. M. j. d. (Austria)* "The Congress considers it of vital  
 importance that broadcasting organizations should give greater assistance to radio  
 research for such research is the most important factor in the success  
 of Mass communication.  
 The above-mentioned organizations are especially urged to co-operate in the following  
 projects (a) preparation of a congress to be held in the spring of 1955 which shall  
 be fully authorized to lay down a programme of international research in the different  
 fields covered by radio (b) the publication, on an international basis, of the results  
 of private and public experiments and possibly the publication of an inter-  
 national periodical (c) the foundation of an international organization of standing  
 committee for technical, scientific, artistic, and research with fixed headquarters  
 holding its meetings in different places

*Resolutions proposed by Mr Wangermee (Belgium)* The congress hopes that the various broadcasting companies and corporations will establish in addition to their listeners services which are necessarily limited in scope radio research centres responsible for defining general problems and suggesting solutions likely to improve the relations between radio and society

The congress recommends that broadcasting companies and corporations build up separate series of programmes clearly designed either for entertainment or for the dissemination of culture as the case may be

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## BOOKS RECEIVED

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BUCHANAN W. KROGMAN H E. VAN WAGENEN R W. *An International Political Forces and Political Opinion Polls in the United States* 1939-1953 Publication no. 3 of the Center for Research in World Political Institutions Princeton University Press New Jersey 1954 39 p  
CALCATERA, E. B. *Report of the National Association of Teachers* (Society of Teachers Political Education) New York 1954 39 p  
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Les Editions sociales françaises Paris 1955 234 p  
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Forsyth E. S. J. *The Office of the Premier* French Foreign Policy Making An Application of Decision Making & Analysis with a Foreword by Richard C. Snyder (Foreign Policy Analysis series no 5) Organization for Behavior Section, Princeton University 1954 67 p  
GANDORFF M. *Théorie générale de la leçon* 1954 39 p  
General Sociology and Social Philosophy (Society of Teachers Political Education) New York 1954 39 p  
Institut d'Etudes Politiques de Paris 1954 324 p  
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- NATIONAL MANPOWER COUNCIL *A Policy for Skilled Manpower* A Statement by the Council with Facts and Issues prepared by the Research Staff Columbia University Press New York 1954 xxv + 299 p
- PARNES H S *Research on Labor Mobility* An appraisal of Research Findings in the United States with a Foreword by Paul Webbink The Social Science Research Council New York 1954 xi + 203 p
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- Résultats statistiques du recensement général de la population effectué le 10 mars 1946* Volume III *Population active deuxième partie Étrangers et naturalisés* Paris Imprimerie Nationale et Presses universitaires de France 1953 141 p
- REYNAUD P L *La psychologie économique* followed by observations by A Lauterbach and J Stoetzel and an analytical and critical Bibliography (*Bilans de la connaissance économique* series) Paris Librairie Marcel Rivière 1954 260 p
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- US BUREAU OF THE CENSUS *The Population of Yugoslavia* by Paul F Myers and Arthur A Campbell (*International Population Statistics Reports* series P-90 no 5) Washington DC US Government Printing Office 1954 v + 151 p

# IV OPEN FORUM

## ON THE EVOLUTION OF THE MEANING OF THE WORD INDIVIDUALISM<sup>1</sup>

LÉO MOULIN

### EVOLUTION OF THE TERM IN FRENCH

The word Individualisme does not appear to have been coined in explicit response to the word Socialisme rather the contrary Socialisme is not found in the works of Pierre Leroux until after 1830 Individualisme on the other hand appears as early as 1825 in *Le Producteur* where August Comte sharply criticizes the metaphysics the abstract and deductive method and the absurd dogmas upon which according to him individualist thought is based.<sup>2</sup> Moreover it is not impossible that Saint Simon used the word before 1820.<sup>3</sup>

The term appears to go back approximately to that date. It does not figure in the American and French constitutions which simply use the words man and citizen or in Diderot's *Encyclopédie* (in which words ending in -ism are as rare as they are common today when the whole tendency is towards systematization and abstract thought). Nor does one find there the word Individualisme which was used during the first years of the nineteenth century as a synonym for individualism writing in 1825 Auguste Comte still speaks of *l'absolutisme individualiste*.

As for the word individu in the sense new at that time (as it was not being used in either a philosophic or a scientific context) of *être personnel par rapport à l'État ou la société* (a separate person as opposed to the state or society) according to Littré it was already to be found in the works of Mirabeau.

In any case the word individualisme cannot have been widely used straight away since as late as 1835 de Tocqueville regarded it as a novel expression to which a novel idea has given birth and felt it necessary to define it in relation to gothic a word used at the time by Benjamin Constant in a political sense very similar to that of individualisme.<sup>4</sup> De Tocqueville describes it as a mature and calm feeling which imposes each member of the community to sever himself from the mass of his fellows individualism p oc eds f om erroneous judgment at first [it] only saps the virtues f public life but in the long run it attacks and destroys all others.<sup>5</sup>

<sup>1</sup> *Agude b* *bo rs f th* *onal working gr ps associ* *ed with U esco pil inquiry th terminology*  
*social science the international social science Bulletin will publish in b form f d pend pionon*  
*can b ed by b f* *peri alyses some fundam tal terms. The Ed or hes pl in presenting*  
*in its h* *f hese yses*  
*Le Producteur II* *IV 8*  
*asim Let* *Histoire de uiles sociale* *F ace D B* *f A Toc uville 9 p* *Th wo d*  
*in an case m use bel re 8* *since th da is m too d m A. D aza*  
*A. Toc uville D la démocrat en mérique ed.* *vol II, p -4.* *etiological dictio ary*  
<sup>2</sup> See *relatio of bo b Hary Reev D mocracy* *America I II p 3*



Further Maigron quotes the speech of a public prosecutor of Amiens who speaking in November 1836 refers to a new word which has perhaps become necessary in order to describe an evil hitherto unknown a rather strange word whose use our language purists need not try to prevent since it will die out with the accidental evil to which it owes its existence

The same condemnation and the same optimism concerning the fate of this new evil were voiced two years later by Delhasse in his *Catéchisme démocratique* (1838) Q What will happen to the doctrine of individualism? A Its fate will be that of all the political and philosophical systems which have dominated the world in the past and which have disappeared one after the other making way for a better doctrine etc

A similar view is expressed but in a far more threatening manner in the *Dictionnaire politique* of 1842 which despite (or perhaps because of) its verbose mediocrity so truly reflects the feeling of that time The entry reads *La majorité étant la loi la vérité l'individu qui s'isole est hors de la loi hors de la vérité L'individu ne peut se concevoir en dehors de la société C'est la société seule qui lui donne une valeur personnelle* (Law and truth being vested in the majority the individual who isolates himself from his fellows places himself outside the law and truth The individual cannot be conceived of apart from Society Society alone gives him value as an individual) Thus all rights are denied to the individual Society is the only thing that counts the only custodian of truth This very Jacobin way of thinking typical of Saint Just smacks somewhat alarmingly of totalitarianism

The only discordant notes in the general hymn of hate directed against individualism—at the dawn of that nineteenth century which was to mark its culmination—were those struck by the *Doctrinaires* and Fourier Guizot whose political ideas were expressed between 1820 and 1822 defended the right of private judgment and the active freedoms (*libertés résistances*) the only forces capable of resisting *a la monarchie presque absolue à la démocratie égalitaire qui ont nivelé centralisé et socialisé la nation au point que voila l'État c'est à dire en pratique le gouvernement qui est tout* (wellnigh absolute monarchy and egalitarian democracy which have levelled down centralized and socialized the nation to such a point that the state—that is in practice the government—is everything) It is a curious form of individualism which acknowledges no rights attaching to the individual—a sort of old regime liberalism The word *individualisme* does not however itself appear to have been used

As for Fourier (who died in 1837 but whose main work dates back to 1808) in his view *l'individu est partout et l'État nulle part*<sup>2</sup> (the individual is every where and the state nowhere) Basically it is the old anarchist dream *l'ordre absolu dans la liberté absolue* (absolute order in absolute freedom) but the word *individualisme* is not mentioned

In fact despite the tide of Romanticism the word passed only very slowly into current use It is significant that Janet does not employ it in any of the editions of his vast work *Histoire de la science politique dans ses rapports avec la morale* (the first edition of which was published in 1858 and the fourth in

*Encyclopédie de la science politique* with 1 introd. by G. m. P. ges Paris, 8  
D B 88 *Le dictionnaire politique* F. ut ou la R. de also Pref. by B. Murkin G. tsévitch and M. Préd.  
Presses universitaires d. Fra. ce 95 P. 35

1913) The word does not even appear of the works fifth.

Block's *Dictionnaire*  
individuals rel  
dominant probl  
is used

the nineteenth century and the word individualisme

Bescherelle (1861) and Littré (1873) however still considered individualisme to be a philosophical term only. Moreover it is quoted without any reference even at that time it was not a familiar word.

It was I believe only towards the end of the second half of the nineteenth century that the word entered into current political use—incidentally with an increasingly favourable connotation.

In this connexion Mr Block's views in the above mentioned *Dictionnaire* (1864) are significant especially when compared with those expressed 20 years earlier in the *Dictionnaire* of Garnier Pagès whose radicalist leanings are nevertheless very similar. Under individualisme we read *laissez nous user et abuser [the emphasis is mine] de notre individualité. Tout ce qui est du domaine exclusif de l'intérêt individuel doit rester complètement libre. La société doit donc gêner le moins possible l'individu et ne lui demander que les sacrifices indispensables.* (Let us assert and so assert our individuality.)

Everything pertaining exclusively to the individual's interests should remain entirely free. Society should therefore hamper the individual as little as possible calling upon him to make only such sacrifices as are absolutely essential. It is the individual who stimulates progress etc.) All this is pure liberalism and the trend was undoubtedly adopted by Bakunin's theories. Stuart Mill's criticism of the state that of Spencer in his book *Man Versus the State* (1884) and the absolute Manchester Liberalism of Bastiat (his death in 1850 delayed recognition of his great work, which was however destined to be acclaimed a few years later).

It seems to me typical that a dictionary like that of Lalande's which describes the term individualisme as bad or ambiguous because it constantly gives rise to fallacious arguments and notes *sub E* its pejorative meaning immediately goes on to record that one of the contributors has protested against the mention of this latter meaning on the grounds that it might lend itself to a twisting of the word's original sense. Just as the word sensualisme has been used erroneously for what should have been called sensationnisme. Thus then is the attitude prevailing at the close of the nineteenth century—namely that only the misuse of the word can give it a pejorative sense.

A decisive stage was thus reached in the semantic evolution of the term individualisme in politics and doctrine alike. It was not until Maurras during the early years of the twentieth century that a reversion took place to the original distrust of the word (certainly one of the most overcharged words of our time) and sweeping condemnations of all forms of modern individualism—democratic Protestant and Romantic—were once again heard.

In fact individualisme has entered into current use but it is not an accepted term in the technical vocabulary of political science.

*Dictionnaire*  
*Vocabulaire*

*néral de la politique* Paris 8  
*technique critique de la philosophie*

*et. Politique*  
*11<sup>e</sup> Edition.*

*et. Individualism*

In English the word individualism was introduced when he translated it (under the word for adopting the word exactly equivalent to the expression. It is for the British group of experts on social science terminology presided over by Professor Ginsberg to trace as I have tried to do in the case of the French the word's semantic evolution in English. I myself am not qualified to undertake the task.

But the fact that English people regard the word as of foreign origin raises a curious problem. It seems strange that the word should have been foreign to the political thought of a country like Great Britain which we were taught at school to consider as the native land of everything we associate with individualism and that the British should have been obliged to borrow the term from a foreign language. (Similarly one might ask how it comes about that a social system which even if Belloc's paradoxes be not taken literally was long the most aristocratic in the world should have no translation for the word elites or elite and should use this term solely in its French form and even then only I believe in reference to non Anglo-Saxon societies and trends of thought it would be interesting to study the semantic history of this word also.)

Englishmen. In France from 1820 to 1850 individualism in the very special political thought and feeling. Why was this? In my opinion

Saxon and French were essentially opposed and from this it naturally follows that there are essential differences in the relations between state and individual and between individuals themselves as well as in the restrictions placed upon the expansion of both.

I never realized this so clearly as during the discussions which I had in 1946-47 with the translator of my book 'Individualism'.

which took place in the seventeenth century and after the period when the forces of the West into confusion. I thought individualism—and still do—in a pejorative sense automatically associating it with freedom of conscience, respect for man and freedom of thought. He defended his own point of view all the more fiercely in that he had been able in Germany to see for himself what disastrous consequences the Zusammenmarschieren doctrines could produce.

Further with individualism in the Continental sense I contrasted Personalism as defined by Berdiaeff, Maritain and Mounier. My translator was in obvious doubt as to whether to use the word personalism to which he

was obliged to attach

In reality the morphologically identical groups of em ———— irrational and historical factors that are too unlike each other. The history of French (and probably Western) political thought, and more especially its diffusion among the general public has given this word on the Continent a tinge of *abus* of *démésure* (another term which it is impossible to translate into English except perhaps by 'inordinacy' though that does not I think render the sense very well) this does not exist in English at all events not in the deepest strata of political thought and feeling in England.

For Continentals trained in the school of pure rationalism the word individualisme means an inexhaustible determination unbridled and unlimited to break away and excel in the Nietzschean sense with the results which that implies—namely the disintegration of social classes and traditions a process facilitating perhaps the rise to fame of certain exceptional individuals (although from Rimbaud to Claudel from Barrès to Pichard Papin Bourget and Malraux, and from Maurion to Bergson and S. Weil there have been many reversions necessarily on widely differing planes towards *l'Europe aux anciens parages*—the old bastions of Europe but fundamentally disastrous for the state and for the nation).

In England on the other hand the word individualism in no way excludes the existence of very close ties with religion (at least at the social level) the discharge of exacting public duties requiring scrupulous attention to detail and an inborn or acquired community sense which is seldom seriously questioned together with all that it implies in the shape of loyalty to natural groups and to traditions regarded as valuable in themselves. All this is accepted in spite of (or because of) its fundamental irrationality and generally in full awareness of the irrational nature of this particular social system but such acceptance is almost inconceivable on the Latin part of the Continent. Within these limits Anglo-Saxon individualism flourishes in the shape of genuine respect for the rights of the individual—a respect shown at times somewhat formally at times with delightful subtlety and occasionally as we Continentals think, in the quaintest and most unexpected but also in a very real way.

The very special implications of this English individualism can probably best be conveyed, in French, by the neologistic expression *personnalisme*. Since the word individualism has such very different shades of meaning according to the nations which use it (similar research should be undertaken for example in the case of the German rendering) it follows that related terms such as state nation community and society must also have varying implications. It is obvious for instance that for a community desiring to be the only answer to the concept of absolute complete individualism as an end in itself must be that of the Leviathan state.

In this connexion it has always seemed to me akin to what astrologers I believe call a sign that Turner's book *The Ego and His Own* should have been published (in 1845) only a few years before Karl Marx's *Manifesto* (1848) it is as if History had wished to mark the two extreme poles between which all French political thought and all German sociological research (and not only the sciences unfortunately but also the actions of the nations) were to fluctuate from 1850 until our own day.

(Translated from the French)

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